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ABSTRACT

A practicum was developed and implemented to address developmental and intellectual delays in primary students in a Georgia elementary school. The program's need resulted from the identification of 18 to 21 percent of the kindergarten and first-grade level students as developmentally delayed or academically unprepared for their grade placement. Because the literature suggests that school-based teacher support teams are successful in assisting teachers and students with learning problems, the following three strategies were developed to address the needs of these students: development of a plan to improve curriculum goals that address the developmental and intellectual needs of students in these grades; development of appropriate assessment criteria; and development of a Student Support Team (SST) procedure for preparing individual student instructional plans. The project was evaluated through the collection of data on three groups of students during the 1992-1993 school year and the first semester of the 1993-1994 school year. The project resulted in 63 percent of kindergarten students referred to the SST during the 1992-1993 school year being dismissed from the SST within the first year, and 93 percent of the students dismissed by the end of the first semester of the 1993-1994 year. (Appendices include teacher and parent questionnaires, summaries of student data, the Student Support Team annual summary form, and summaries of student referrals. Contains 29 references.) (SW)

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A Program to Improve the Developmental and Intellectual Growth of Students in Kindergarten and First Grade

ED 375 943

by

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Abstract

A Program to Improve the Developmental and Intellectual Growth of Students in Kindergarten and First Grade

This project described a program to improve the developmental and intellectual skills of kindergarten and first-grade students in an elementary school setting in Cherokee County, Georgia. The area of need resulted from identification of 18% to 21% of the student population in kindergarten, first grade, and second grade as developmentally delayed or academically unprepared for their grade placement. Analysis of the records of students referred to the Student Support Team indicated that referrals from these grades comprised 73% of the total school referrals. Additional teacher information suggested Student Support Team efforts had not effectively addressed developmental weaknesses. The primary assessment instrument used by the kindergarten teachers to evaluate student progress was limited to criterion-referenced skills, which were based on minimum performance standards. These data provided first-grade teachers with inadequate information specific to student skill mastery and performance.

Research supported the need for the curriculum to jointly address the developmental and intellectual growth of the students. Transferring this information to the next grade of teachers was equally important to assure the continued and uninterrupted growth of the students. An important part of this project was to develop supplemental assessments to measure student fine motor and gross motor skills development beginning in kindergarten. Student instructional plans were developed for all students referred to the kindergarten and first-grade Student Support Teams (SST).

As a result of the implemented action plan, 20 (63%) of 32 kindergarten students referred to the SST during the 1992-1993 school year were dismissed from the SST. By the end of the first semester of the 1993-1994 school year, 30 (93%) of the 32 students were dismissed from the SST. These results were credited to the student instructional plans that were developed for kindergarten and first-grade students who were referred to the SST during the 1992-1993 and 1993-1994 school years, and 100% of the students were provided assistance to improve their developmental and intellectual growth.

Table of Contents

Page

Committee Signature Page....ii

Dissemination Permission Statement....iii

Abstract....iv

List of Tables....ix

Chapter

1. The Problem....1

Problem Statement....1
Overview of the Problem Setting....1
Problem Definition and Evidence of Problem Data....4
Possible Causes....12
Summary....23

2. Setting....24

Demographics and Organization Characteristics....24
Culture of the School, School System, and Community..28
Surrounding Community Setting....28
Internal Influences of Potential Impact on Intervention....30
External Influences of Potential Impact on Intervention....32
Summary....34

3. Review of the Literature....36

Developmental Growth....36
Assessment....47
Student Instructional Plans and Parent Involvement....52
Solution Strategy....59
Summary....63

4. Methods....64

Solution Strategy....64
Implementation Design (Action Plan)....66
Outcomes....68
Terminal Objectives....70
Process Objectives....71
Side Effects....72

Table of Contents (continued)

Page

Chronology of Implementation Activities.....75
Limitations.....121
Relationship to Organizational Skills.....121
Summary.....122

5. Results.....123

Project Evaluation.....123
Results 125
Summary of Accomplishments.....169
Discussion.....170

6. Discussion.....172

Recommendations.....172

Implications.....173

Dissemination.....175

References.....176

Appendixes.....179

Appendix

A. Student Support Team Referrals 1991-1992 School Year.....180

B. Teacher Questionnaire Summary.....181

C. Summary of Needs Assessment, Students Identified with Visual/Perceptual Problems Affecting Their Writing Skills.....186

D. Summary Data of Kindergarten Students 1991-1992 School Year.....187

E. Georgia Kindergarten Assessment Program Report Form.....191

F. National Association for the Education of Young Children Developmental Practices.....193

G. Prescreening Summary Form.....197

H. Kindergarten Gross Motor Skills.....198

Table of Contents (continued)

Page

I. Gross Motor Skills Workshop.....195

J. Teacher Survey of Students With Attention Problems.....202

K. ADD/ADHD Checklist.....203

L. 1992-1993 Fine/Gross Motor Skills Summary Data: Kindergarten Students.....207

M. Kindergarten Prescreening Summary Form.....216

N. Physical Education Objectives Kindergarten Curriculum Guide.....217

O. Kindergarten and First-Grade Fine and Gross Motor Skills Activity Room Materials/ Equipment Purchasing List.....220

P. Preschool Parent Questionnaire.....221

Q. Student Support Team Annual Summary Report Form.....222

R. Summary Data of Kindergarten Students 1992-1993 School Year.....224

S. Summary Data of First-Grade Students Demonstrating Below Level Skills in Reading, Mathematics, and Writing.....228

T. 1992-1993 Summary Data of First Grade Student Support Team Referrals, Screening Data, Chapter I Students, Special Education Students, and Students Identified With Developmental Delays.....232

U. Student Support Team Monthly Report Form.....234

V. Fine/Gross Motor Skills Summative Data: 1992-1993 Kindergarten Students (September 1992-December 1993).....236

W. 1993-1994 Summary Data of First-Grade Student Support Team Referrals and Students Identified With Developmental Delays (September 1993-December 1993).....245

Table of Contents (continued)

Page

X. Summary Data of Kindergarten Students August 1993-December 1993.....247

Y. 1993-1994 Summary Data of Second-Grade Student Support Team Referrals, Screening Data, Chapter I Students, Special Education Students, and Students Identified With Developmental Delays.....250

Z. Summary Data of Second-Grade Students Demonstrating Below Level Skills in Reading, Writing, and Mathematics (June 1992-December 1993).....252

AA. Fine/Gross Motor Skills Summary Data: Second-Grade Students (December 1993).....255

List of Tables

Table | Page

1. Students Identified by Classroom Teachers as Developmentally Delayed and Student Referrals to the Student Support Team After the First Semester of the 1991-1992 School Year on February 21, 1992.....5

2. Analysis of Students Identified as Developmentally Delayed and Their Age at the Beginning of the 1991-1992 School Year.....6

3. Students in Kindergarten and First-Grade Who Were Referred to the Student Support Team, Were Identified as Developmentally Delayed, and Were Experiencing Visual/Perceptual Problems Affecting Their Writing Skills During the 1991-1992 School Year.....8

4. Class Analysis of Kindergarten Student Mastery of All GKAP Skills for the 1991-1992 School Year, Developmental Delays, and Student Retention.....10

5. 1992-1993 Summary Data of Kindergarten SST Referrals, GKAP Results, and Fine and Gross Motor Performance Results.....95

6. 1992-1993 Summary Data of First-Grade Students Demonstrating Below Level Reading, Writing, and Mathematics Skills and Student SST Referrals.....96

7. Analysis of Kindergarten SST Referrals with Students Identified With Developmental Delays, Preschool Experience, and GKAP Results at the End of the 1992-1993 School Year.....99

8. Comparison of Identified Fine Motor Skills Not Mastered by Students in Kindergarten Classrooms at the End of the 1992-1993 School Year.....100

9. Comparison of Identified Gross Motor Skills Not Mastered by Students in Kindergarten at the End of the 1992-1993 School Year.....103

List of Tables (continued)

Page

10. Analysis of First-Grade Student GKAP Results, Preschool Experience, and Students Identified With Developmental Delays by the End of the 1992-1993 School Year.....104

11. Support Services Received by First-Grade Students Who Demonstrated Below Level Skills in Reading, Writing, and Mathematics at the End of the 1992-1993 School Year.....108

12. Comparative Analysis of Data Collected on Kindergarten Students Who Enrolled at the Beginning of the 1991-1992, 1992-1993, and 1993-1994 School Years.....126

13. Comparison of Kindergarten Students Who Did Not Master All Areas of the GKAP with No Preschool Experience From the 1991-1992 and 1992-1993 School Years.....130

14. Data Generated on Kindergarten and First-Grade SST Referrals for the 1992-1993 School Year and the First Semester of the 1993-1994 School Year.....140

15. Analysis of Data Collected on Student Age, Preschool Experience, Developmental Delays, and GKAP Results of 32 Kindergarten SST Referrals at the End of the 1992-1993 School Year.....162

Chapter 1

The Problem

Problem Statement

A review of records of students referred to the Student Support Team (SST) during the 1991-1992 school year indicated that 36 (22%) of 164 kindergarten students, 44 (27%) of 161 first-grade students, and 39 (28%) of 137 second-grade students were referred for academic or behavior problems. The records indicated that 119 (73%) of 163 school referrals were comprised of kindergarten, first-, and second-grade students (see Appendix A).

Overview of the Problem Setting

Chapman Elementary School, one of 24 public schools located in Cherokee County, Georgia, has housed kindergarten and first- through sixth-grade students. It has been a center school for self-contained special education classes for the mildly mentally disabled (MIMD), learning disabled (LD), behavior disordered (BD), and hearing impaired (HI) students. Approximately 1,100 students have been enrolled in the school, 40% of whom lived in mobile home parks. Families housed in a rural setting and in subdivisions comprised the remaining 60% of the student population. The school food service program qualified 37% of the student population for free or reduced-priced lunch.

The writer coordinated the school-wide Student Support Team (SST) process including the monitoring of student referrals and assisting each grade level SST. Once a referral was initiated, the classroom teacher gathered student documentation that included ability level, classroom performance, work samples or behavior checklists, and parent contact. Recommendations in the form of intervention strategies were made by the grade level SST, and the teacher documented the effectiveness of the implemented strategies as they affected student performance. Each grade level leader scheduled and conducted monthly SST meetings. A special education teacher was assigned to each grade level SST to advise the team on students who would benefit from special education or psychological testing.

Beginning in the fall of 1989, the school principal changed the practice of placing students in classrooms based on ability and implemented heterogeneous student placement. At the same time, teachers in kindergarten through third grade were trained to implement the Success reading program. This program was designed to teach reading and language arts skills to heterogeneous student groupings and was considered to be the first step in moving toward implementing a whole language curriculum. The program was added to fourth- through sixth-grades at the beginning of the 1990-1991 school year.

Staff training to implement cooperative learning

teaching strategies occurred at the beginning of the 1990-1991 school year. The administration adopted the program to further support the school philosophy of teaching heterogeneous classes. Administration and staff planning to develop and implement thematic units began at the beginning of the 1991-1992 school year and was a step toward integrating the curriculum at each grade.

At the beginning of the 1991-1992 school year, the administration assigned funding to each grade level for developing thematic units. Further emphasis was placed on staff training and the teaching of whole language in each grade level during the year. In summary, major school philosophy and curriculum changes were implemented by the staff over a period of 3 years. These changes were accepted by the local board of education but were not adopted in other elementary schools throughout the county.

When the Success reading program was implemented in 1989, kindergarten and first-grade teachers used the program to supplement the adopted basal program and evaluated student progress from that program. By incorporating both programs into the curriculum, teachers used large-group instruction followed by assigning students to small groups according to their basal reading levels. The number of reading groups in each first-grade classroom was determined by the reading levels of the students.

Kindergarten and first-grade classrooms were

self-contained. Each teacher was responsible for teaching all curriculum areas and received support services for physical education and music. Students attended music once a week and physical education twice a week with other certified teachers. Support services were additionally provided to students who qualified for special education programs. Remedial reading and mathematics programs were not provided to these students.

Problem Definition and Evidence of Problem Data

The number of students referred to the Student Support Team in kindergarten, first grade, and second grade comprised 70% of the school's SST referrals (see Appendix A). This led the writer to investigate possible reasons for the referrals in these grades and the possible causes for student referrals remaining active for more than one school year.

Kindergarten, first-, and second-grade teachers were asked to complete a questionnaire that was developed to gather teacher and student information. The writer asked the teachers to respond to questions based on knowledge of their students from school records, grades, communication with other staff members working with their students, parent conferences, and from observations (see Appendix B).

The teachers met with the writer to establish criteria for responding to information requested on the questionnaire. When asked to identify students who were

"developmentally delayed," the teachers defined the criteria to include the students who lacked grade-appropriate skills. The kindergarten teachers identified 30 (18%) of 164 students who appeared to be developmentally delayed after completing the first semester of the school year. In comparison, 33 (21%) of 161 first-grade students and 28 (20%) of 137 second-grade students were also identified as developmentally delayed. The writer found that teachers of each of the three grades identified 18% to 21% of their students as developmentally delayed.

Table 1

Students Identified by Classroom Teachers as Developmentally Delayed and Student Referrals to the Student Support Team After the First Semester of the 1991-1992 School Year on February 21, 1992

Grade	Enrollment	Developmentally delayed	%	SST
K	164	30	18%	36
1	161	33	21%	44
2	137	28	20%	39

The writer compared the number of students in each grade who were referred to the SST and were identified as developmentally delayed by the teachers. Thirty (83%) of 36 kindergarten student SST referrals, 33 (75%) of 44 first-grade student SST referrals, and 28 (72%) of 39 second-grade student SST referrals were identified by the teachers as developmentally delayed and lacking

grade-appropriate skills.

The teachers were questioned about the age of the students they had identified as developmentally delayed. The writer was interested in the age of these students at the beginning of the 1991-1992 school year. The data in Table 2 indicate a possible connection between age and grade-appropriate achievement. In each grade level, over 50% of the students who were identified as developmentally delayed had not reached the 7th month of the calendar year of their birthdate.

Table 2

Analysis of Students Identified as Developmentally Delayed and Their Age at the Beginning of the 1991-1992 School Year

Grade	Number of students developmentally delayed	Age + 0-6 mo.	%	Age + 7-12 mo.	%	Other	%
K	30	21	70%	7	23%	2	7%
1	33	19	58%	11	33%	3	9%
2	28	16	57%	10	36%	2	7%

The teachers were asked to describe the most common fine and gross motor problems they observed in their students (see Appendix B). The following problems were identified by the kindergarten teachers: (a) holding pencils and crayons, (b) cutting and pasting, (c) little experience with manipulative materials, (d) eye-hand coordination, (e) skipping, (f) balance, and (g) spatial

concepts.

The first-grade and second-grade teachers identified similar problems, some of which were identified by the kindergarten teachers. The following problems were identified by the first- and second-grade teachers: (a) holding pencil correctly, (b) cutting and pasting, (c) eye-hand coordination, (d) visual/perceptual, board-to-paper problems, (e) skipping, and (f) balance.

The writer found that the identified problems were specific to developmental skills. In addition to the fine and gross motor problems they observed in their students, the teachers identified other skills that appeared to be developmental problems (see Appendix B). These generic problems included: (a) poor language/vocabulary skills, (b) short attention span, (c) difficulty following directions, (d) difficulty completing work, (e) poor self-help skills, (f) perceptual problems (hand/eye), (g) acquired skills slower than peers, (h) poor listening skills, and (i) unable to perform grade-level skills.

During the first semester of the 1991-1992 school year, the writer was frequently asked by classroom teachers for assistance with students who had problems with writing skills. The teachers were formally surveyed, and specific criteria were established to identify students and the writing problems they were experiencing (see Appendix C).

Table 3 was developed to compare the number of

students in kindergarten and first grade who were referred to the Student Support Team, were identified by the teachers as developmentally delayed, and were experiencing various problems affecting their writing skills. Results indicated that 18 (60%) of the 30 kindergarten students and 26 (79%) of the 33 first-grade students were identified by the teachers as having writing problems.

Table 3

Students in Kindergarten and First Grade Who Were Referred to the Student Support Team, Were Identified as Developmentally Delayed, and Were Experiencing Visual/Perceptual Problems Affecting Their Writing Skills During the 1991-1992 School Year

Grade	Enrollment	SST referral	Developmental delay	Writing problem
K	164	36	30	18
1	161	44	33	26

The writer asked the kindergarten teachers to identify students who had attended preschool before beginning kindergarten and 83 (51%) of 164 students were identified (see Appendix D). Additionally, the teachers compared the number of students who attended preschool and who were also identified as developmentally delayed. They found that 25 (83%) of 30 students identified as developmentally delayed had not attended preschool before entering kindergarten. The kindergarten teachers related to the writer that they believed students who attended preschool generally mastered the curriculum skills faster

than the students who had not attended preschool.

Kindergarten teachers were required by the county and the state to administer the Georgia Kindergarten Assessment Program (GKAP) to each student (see Appendix E). The format of the GKAP was based on student mastery of generic readiness skills. Through classroom observation, the teacher determined when a student had demonstrated mastery of a specific readiness skill and then administered the appropriate GKAP section. When a student did not demonstrate mastery on a GKAP skill, the teacher readministered that part of the assessment at a later date. The GKAP was administered by the teachers through the month of April of each school year. Promotion to first grade was influenced by the overall student performance on all sections of the GKAP. The kindergarten teachers also reviewed attendance and maturation factors when considering student retentions.

On March 23, 1992, the kindergarten teachers were asked to identify the number of students who had mastered all sections of the GKAP at end of the third quarter of the school year. These data were compared to the number of students who had mastered all of the sections of the GKAP at the end of the school year. The data from Table 4 show that 94 (57%) of 164 students demonstrated mastery on all sections of the GKAP at the end of the third quarter and 121 (74%) of 164 students demonstrated mastery on all sections of the GKAP by the end of the school year.

Of the students who did not master all areas of the GKAP by the end of the school year, 25 (58%) of 43 students were identified as developmentally delayed, and four (9%) of the 43 students were retained. The 4 students who had repeated kindergarten mastered all GKAP sections by the end of the third quarter.

Table 4

Class Analysis of Kindergarten Student Mastery of All GKAP Skills for the 1991-1992 School Year, Developmental Delays, and Student Retention

Class	Students	Mastery 3-23-92	Mastery 5-1-92	Non-mastery 5-1-92	Dev. delay	Students retained
#1	26	3	23	3	2	0
#2	28	18	22	6	7	0
#3	28	22	22	6	2	0
#4	27	14	15	12	10	2
#5	27	17	21	6	5	1
#6	28	20	18	10	2	1
Total	164	94	121	43	25	4

These data further indicated that several teachers had fewer students master all GKAP sections at the end of the third quarter when compared to the other teachers. When the teacher of Class #1 was questioned about the low number of students achieving mastery level performance at the end of the third quarter, she indicated that she had not administered all of the sections of the

instrument to the students. This teacher accepted responsibility for not taking the time to test most of the students. She indicated that the majority of her students lacked kindergarten readiness skills at the beginning of the school year and she had delayed their testing. The teachers of Classes #4 and #5 indicated that they were in the process of administering several GKAP sections to the students when the data were requested by the writer. All of the kindergarten teachers stated large class sizes delayed efforts to administer the GKAP in a timely manner.

The writer investigated the socioeconomic status of students enrolled in kindergarten, first, and second grade. Records of students qualifying for free or reduced-priced lunch were obtained from the school food services manager and showed that fifty-three (32%) of 164 kindergarten students, 68 (42%) of 161 first-grade students, and 52 (38%) of 137 second-grade students received free or reduced-priced lunch. The school food services manager stated that 29 (53%) of 55 kindergarten students, 50 (81%) of 62 first-grade students, and 39 (75%) of 52 second-grade students who ate breakfast at the school on a regular basis qualified for free or reduced-priced meals.

The writer studied the data on the 28 kindergarten students who were identified as developmentally delayed to compare their records regarding free or reduced-priced lunch, preschool experience, and mastery of GKAP skills. These data showed that 15 (54%) of 28 students who were

identified as developmentally delayed had not attended preschool, had not mastered the readiness skills that were measured by the GKAP instrument, and had received free or reduced-price lunch (see Appendix D).

Enrollment statistics were studied specific to this group of 28 kindergarten students to determine if attendance was a relevant factor. The individual student data from Appendix D identified 7 (25%) of 28 students on roll for less than the 180-day school year and 6 (86%) of the 7 students were enrolled for less than 90 days, or less than one half of the school year. Additionally, 7 (25%) of 28 students who were enrolled for the total school year were absent 15 or more days. The lack of a stable school enrollment and attendance could have affected the developmental growth of these students.

Possible Causes

The writer met with the kindergarten teachers to formally discuss the problem statement and related data to help identify the causes for the high number of student referrals to the Student Support Team (SST). They discussed problems they had experienced with the SST process relevant to student learning problems. The referral process was limited to either academic or behavior problems, and the teachers found it difficult to effectively address developmental problems. They stated that many students who experienced fine or gross motor skill problems were usually not referred to SST unless

they had other problems that were academic in nature. They perceived the function of SST as a process for the teachers to implement intervention strategies that would assist students with their learning problems. However, they agreed that the process was often frustrating, with emphasis placed on teacher interventions rather than student-centered goals to improve learning. SST appeared to them as short-term efforts in assisting the teacher with a student problem rather than providing the student with long-term goals to help remedy a learning problem. Chalfant and Van Dusen Pysh (1989) researched teacher assistance teams and stated that teams needed to provide teachers with student goals and help them develop a plan to measure a student's success from the team's recommended teacher interventions. The SST process at the project setting appeared to lack critical components specific to establishing student goals and monitoring student progress as teacher interventions were implemented.

The teachers identified curriculum problems they had experienced that had not effectively addressed the identified developmental problems they observed from their kindergarten students. Hansen (1986) stated that effective preschool and kindergarten programs needed to provide individual student plans to meet the needs of the student population based on their developmental growth. The teachers said that the county kindergarten curriculum had placed more emphasis on academics than on

developmental skills. They estimated that 50% of their students did not attend preschool, which the writer confirmed from the data in Appendix D. They also observed that students who did not attend preschool prior to entering kindergarten had greater difficulty with curriculum skills than did students who had attended preschool. Barnes (1991) studied a school founded by Steiner that focused on educating the whole child. His philosophy identified early childhood as the first developmental stage of learning. He found that both preschool and kindergarten curricula needed to spiral together to provide children experiences in sensory activities that complemented their environment. He observed that most kindergarten programs centered around the intellectual development of the child rather than blending the two to benefit the whole child. The kindergarten curriculum at the project setting emphasized the intellectual development of the student and limited sensory activities affecting developmental growth.

In discussing sensory and manipulative activities with the kindergarten teachers, the writer was informed that the former principal told the teachers to limit these activities in their program. They were directed to do so for two primary reasons. First, the teachers were moved into new classrooms at the beginning of the 1990-1991 school year, and they were told they could not use any materials that would create a mess. The principal removed

sand tables, clay, and prohibited other manipulative materials. The teachers were upset with his decision and felt their efforts to address the developmental growth of their students were severely limited. Second, the teachers were trained to teach the Success reading program and were directed to teach the program twice daily along with teaching the basal reading series. The principal strongly believed in the intellectual development of children and wanted the kindergarten curriculum to emphasize academics.

Leinhardt (1992) researched learning and its effects on teaching. The author stated the importance of teaching children by building on prior knowledge and observed that disjointed teaching negatively affected the ability of children to apply what they learned to other experiences. As the kindergarten teachers were limited in their use of manipulative materials, they placed more emphasis on teaching intellectual skills. This approach was identified as a possible reason for 36 student referrals to the SST because the students were having problems with the academic skills emphasized in the daily instruction.

Forman and Kuschner (1983) studied how children construct knowledge. They focused on Piaget's theories for teaching children and stated that early childhood programs should focus on increasing the adaptability of children through the use of manipulative materials that included sensory, perceptual, and motor exercises. The

teachers felt that decreasing the use of manipulative materials in the curriculum during the fall of 1990 helped to explain why first-grade and second-grade teachers had identified 20% of their students who were experiencing problems that appeared to be developmental in nature (See Table 1).

Sheingold (1991) commented on the changes that were occurring with learning and teaching because of restructuring. She stated that teaching was changing to meet the individual needs of the student and referred to Cohen's term, "adventurous teaching," as a strategy for students to learn how to blend thinking skills with learning content. Sheingold emphasized the need for curricula to be revised to provide students the opportunity to learn by understanding, applying knowledge, and demonstrating their understanding of knowledge through the use of higher level thinking skills. These studies stressed the importance for curriculum content to meet the individual needs of students. The curricula taught in kindergarten, first, and second grade had not met the needs of approximately 20% of the students who were unable to demonstrate grade-appropriate skills (see Table 1).

The first-grade teachers had experienced curriculum frustrations similar to the kindergarten teachers. They were required to teach a strong academic curriculum emphasizing reading and mathematics and had experienced difficulty in providing individualized developmental or

remedial skills. The Chapter I reading and mathematics programs and the state-funded Remedial Education Program (REP) did not provide services for first-grade students. Additionally, in 1991 the state discontinued the administration of criterion-referenced testing to first-grade students. The teachers were limited in acquiring resources, support, and diagnostic measures to assist the students who were experiencing problems with the first grade curriculum. These problems and limitations affected the efforts of the grade level SST. In 1987, the National Association for the Education of Young Children (NAEYC) developed a position statement on developmentally appropriate practices in early childhood programs. The NAEYC established guidelines for teaching age-appropriate developmental skills for children 5-to-8 years old. They cautioned that classroom teachers also had to look at their students individually to insure that they learned based on their growth patterns, learning styles, personality, and family background. The writer felt this position was verified based on the percentage of students who had been identified by kindergarten, first-, and second-grade teachers as developmentally delayed (see Table 1). The teachers in these grades had limited their instruction to grade-appropriate skills because of time and resource limitations needed to provide individual instruction (see Appendix B).

The NAEYC (1987) addressed the importance of the

physical development of children in the primary grades. Active activities, whether in play or structured learning, were emphasized by using a variety of first-hand manipulative activities. They affirmed that such activities directly affected the cognitive growth and learning patterns of a child. The kindergarten teachers had previously stated that they were told to limit manipulative activities with their students and observed that many students experienced difficulty with structured activities (see Appendix D). The teachers identified fine motor and gross motor skills their students were having difficulty mastering. This led the writer to discuss physical education activities with the classroom and physical education teachers.

The writer interviewed the two physical education teachers concerning skills they taught kindergarten students. The teachers stated their lesson plans were based on the county curriculum guide for teaching physical education and that they developed activities that were grade-appropriate for the students. They began the year with games and exercises to teach self-space and continued their program with a variety of exercises to strengthen coordination, gross motor, and group-play skills. The teachers stated they had taught the same activities to the kindergarten students for the past 6 years but limited equipment prevented them from planning a broader range of activities.

The writer asked the physical education teachers how they provided assistance to students who experienced difficulty in mastering certain skills. They stated they provided one-on-one assistance when possible but had difficulty working individually with the students because of having two classes at one time for a 30-minute period twice a week. They graded the students based on their conduct and did not maintain records on individual students relevant to skill mastery.

The kindergarten teachers discussed problems they encountered when teaching their students physical exercises. There were no coordinated efforts between the classroom teachers and the physical education teachers to plan activities or to share equipment so as to blend the two curricula. Additionally, the kindergarten teachers expressed frustration with not having the same block of time scheduled daily for their students to use the outdoor play areas on the school grounds. They felt that different scheduled times limited their efforts to provide reinforcement activities for those students demonstrating poor gross motor skills.

The writer discussed assessment practices with the kindergarten teachers to determine what information on student progress was generated and what criteria were used to evaluate the students. They discussed the process of evaluating students on a daily basis as they performed academic skills and methods used in communicating with

parents concerning student progress.

The former principal directed the kindergarten teachers to provide positive feedback to students and to parents on any work sent home with the students. The teachers explained that appropriate feedback included statements such as "Good Work," "Nice Effort," or "Happy Faces,". Inappropriate comments included "Needs More Practice," "Try Harder," placing marks on incorrect work on student papers, or sending notes to parents requesting they work on a skill at home with their child.

The teachers provided the writer with an example from teaching a daily whole language exercise from the Success reading program to emphasize the limited feedback they could provide students. The teachers taught one letter of the alphabet each week. As part of the daily lesson, students were provided unlined paper to practice writing the letter. If a student reversed the letter, the teacher did not correct the letter and made positive comments about the student's efforts. The teachers all agreed that this practice was educationally damaging to st"dents when the feedback implied that their efforts were correct. Because their responses were nondirectional and did not provide the students the opportunity to question or challenge their own work, the teachers continued to model appropriate letter formation and anticipated student success with the letter exercises throughout the weekly lessons. They reemphasized that tactile experiences were

needed to provide students with different sensory experiences in letter-formation activities.

DeVries and Kohlberg (1987) discussed assessing reading skills from Piaget's constructivist point of view, which conceptualized the child as an active learner capable of producing knowledge from multisensory experiences. They stated that successful teaching occurred when the teacher provided correct modeling experience, established respect and support for students when they erred, and provided the opportunity for students to self-correct through teacher and student collaboration. They cautioned that students should not feel inadequate with their efforts. Students were to be led through the learning process with activities that provided discovery experiences by integrating or socializing knowledge. The kindergarten teachers had limited the assessment of a student's progress to the student's initial effort and did not provide any form of correction to the student as to the student's end product.

The writer identified the Georgia Kindergarten Assessment Program as the primary instrument the teacher used to evaluate a student's mastery of readiness skills before entering first grade. Testing the skills of kindergarten students with an instrument that set minimal performance standards misled the first-grade teachers as to expectations for these students when entering first grade. Haab (1992), an educational presenter for the

Bureau of Education and Research, stated that tests, as assessments for young children, were vague and unrealistic when measuring developmental and cognitive growth. She believed kindergarten children should be assessed on a daily basis from activities both within and outside the classroom. The kindergarten teachers had not provided the first-grade teachers with individual student performance data and agreed that information provided from the GKAP summary data was not a realistic presentation of student progress.

The writer asked the kindergarten teachers to discuss the evaluation criteria of the GKAP and their opinion of the summary data. They stated the assessment was based on the student's ability to demonstrate mastery of specific readiness skills, with minimum criteria ranging from 40% on some skills to 70% for other skills. Students were expected to demonstrate mastery of all the skills at or above the minimum criteria before entering first grade. However, the teachers said that nonmastery of the skills did not result in retention. As indicated in Table 4, 43 students did not demonstrate mastery on all of the skill areas of the GKAP instrument, and only 6 students were retained.

The writer was told by several first-grade teachers that their students did not know the letters of the alphabet. The GKAP required a student to know 8 of 26 letters of the alphabet to demonstrate readiness for first

grade. Measuring student performance with minimum standards provided first-grade teachers with an unclear perception of kindergarten students and mastery of readiness skills and identified a weakness with the GKAP instrument when used as the primary data available to first-grade teachers.

Summary

Possible causes for the numbers of students referred to the SST in kindergarten were related to teaching practices, curriculum limitations, limited resources and materials, and inadequate assessment practices to provide realistic data on individual student progress. These factors were also identified by the first grade teachers along with the lack of support personnel or services to assist students who experienced problems with first-grade skills. Both groups of teachers agreed that the Student Support Team, although it assisted students with academic or behavior problems, was less effective in providing assistance for students when their learning problems appeared to result from developmental weaknesses. These findings led the writer to investigate possible solution strategies to improve the developmental and academic growth of the students in kindergarten and first grade.

Chapter 2

Setting

Demographics and Organization Characteristics

Chapman Elementary School, located in Woodstock, in the south end of Cherokee County, Georgia, bordered the northern perimeter of the metropolitan Atlanta area. As of January 1990, the population of the county reached 100,000 residents, with the primary growth occurring in the south end of the county. Agriculture, residential development, and industry provided the main economic base for the county. Local property taxes supplemented the school system with funding for services not provided by the state.

During this time, the eight-member school board included seven elected board members and one elected superintendent. Central office staff members managed and facilitated the operations of 3 high schools, 3 middle schools, and 18 elementary schools. School enrollment reached a population of over 18,000 students. All primary decisions concerning school system operations were made by the superintendent. Central office personnel and school principals reported directly to the superintendent. School principals controlled hiring, school budgets, and implementing curriculum programs. They had authority to make decisions pertinent to the

needs of each of their respective schools. System-wide policies and regulations served as guidelines for administrators when handling school operations.

Chapman Elementary School was built in 1973. Consistent growth in student enrollment resulted in several facility changes. A two-story structure was added to house kindergarten, first, second, and third grades. The original structure housed fourth and fifth grades in an open classroom setting, and remodeling was completed to accommodate classrooms for self-contained special education programs. The sixth-grade classrooms were housed in mobile units on the school grounds.

School records at the beginning of the 1990-1991 school year indicated that 1,087 students were enrolled. Students who lived in mobile home parks comprised 40% of school population and students from rural areas and from middle to upper middle income subdivisions comprised the remainder of the school population. Students of minority backgrounds represented 7% of the school population.

The school food service program provided free or reduced-priced breakfast and lunch to 37% of the student population. School enrollment and exit records indicated a 23% rate of transience, the highest rate of transience in elementary schools throughout the county.

The school staff included 67 certified professionals, 17 paraprofessional aides, 4 secretaries, 5 custodians, and 10 food service staff members. At the beginning of

the 1992-1993 school year, 4 teaching positions were added due to an increase in enrollment. Kindergarten, second, third, and fifth grades each received one additional teacher. Less than a 5% yearly change in personnel occurred, with staff career stages reflecting 0 to 26 years of school experience. Male certificated staff members included the principal, the psychologist, and one teacher each in fourth and fifth grades, special education, and physical education.

Of the seven kindergarten teachers, four had more than 5 years experience and had taught kindergarten at the school for at least 5 years. The other three were new to the school and had taught kindergarten less than 3 years. The first grade was comprised of eight teachers. Two teachers were new to the school and began their first year of teaching. The other six teachers had taught at the school from 4 to 18 years.

Three administrators coordinated the operation of the school facility. The school principal began his first year as building administrator in August 1992. His 16 years of prior experience included high school administration. One assistant principal began her duties in March 1990 and worked 12 years with elementary school students. The writer transferred to the school at the beginning of the 1990-1991 school year as the second assistant principal of the administrative staff. During the past 20 years, the writer taught students in 5th

through 12th grade, was an assessment specialist for a state teacher certification program, and was an assistant principal in two elementary schools. The writer's responsibilities included coordinating Student Support Team activities and self-contained and resource special education programs, conducting teacher evaluations, implementing new curriculum, administering student discipline, providing staff support and in-service programs based on identified areas of professional need, and serving on various school committees.

A leadership team, represented by each grade level leader, was established to address issues pertinent to instructional and noninstructional school goals. Beginning with the 1989-1990 school year, the administration and the leadership team adopted several programs that were implemented schoolwide by the staff. The adopted programs included assertive discipline, the Success reading program, teaching whole language, cooperative learning, and the development of thematic units.

The teaching staff utilized the curriculum adopted by the school system as the guideline for planning and implementing instruction. Kindergarten and first-grade teachers incorporated both the Success reading program and whole language with language arts curriculum requirements and continued to use the adopted basal reading program with their students. These teachers chose to develop

grade level thematic units to ensure nonduplication. The writer observed that cooperative learning was implemented in mathematics, social studies, and science lessons by these teachers.

Membership in the school Parent Teacher Association (PTA) increased from 1989 to 1992 because of the administration's commitment to solicit parent support and involvement. PTA volunteers supervised the school clinic and supplied clothing for student use. The efforts of the PTA and the staff during the 1990-1991 school year resulted in the school winning 29 awards on the local, county, and state levels. The projects included membership growth, beautification of the school grounds, a Thanksgiving canned-food drive for needy families in the school community, and provision of Christmas food and toys for approximately 200 families in the school community. Parents representing the middle to upper middle income status of the school population were the most active group of volunteers. Lack of transportation, preschool day care, telephone communication, work and apathy were factors that prevented other parents from participating in school activities.

Culture of the School, School System, and Community

Surrounding Community Setting

The writer stated that school records for enrollment and withdrawal indicated approximately 23% of the student population was transient, with many families leaving and

returning during the same school year. Another factor common to approximately 38% of the student population was the inability of school personnel to make direct contact with parents because of no home telephones. These factors contributed to the problem of obtaining consistent parent communication and support from the school staff.

The Cherokee County School System consistently played a traditional role within the county. Policy and curriculum decisions were formed based on state guidelines. Changes in policies or procedures frequently resulted from community pressure and political action. Since 1989, new residents formed parent support groups to actively solicit changes from the school board. These residents changed the political structure of the county by electing republican candidates to positions that were traditionally held by incumbent democrats.

Changes in the political structure of the county also impacted the school setting. The writer observed that both parent and staff involvement at Chapman Elementary School increased because of the administration's philosophy of improving learning by welcoming change. Consequently, many parents and teachers actively attended school board meetings as pertinent issues affecting the school setting or school system were decided.

Internal Influences of Potential Impact on Intervention

The writer observed that faculty participation in committee or group decision making was practiced with issues affecting the school philosophy, curriculum goals, or school-wide concerns. The school-based leadership team was the most political group in assisting the principal with decisions. Each grade level leader was elected by grade level teachers and served as a member of the leadership team. It was the school tradition to elect grade level leaders once a year. Members of the leadership team, both jointly and individually effected many changes within the school setting. They were frequently criticized by other staff members for making decisions based on personal biases instead of voicing a consensus opinion respective of each grade level.

The kindergarten teachers experienced division in many of their efforts to make joint grade level decisions. Three new teachers joined the kindergarten team at the beginning of the 1992-1993 school year. These teachers helped to bring about positive changes within the kindergarten grade level. All seven teachers worked to incorporate joint curriculum activities throughout the school year. However, the current grade level leader created conflicts between the paraprofessional aides and the teachers by independently making decisions without grade level input. This problem was observed by

the school principal who worked independently with this grade level leader to help remedy internal conflicts as they occurred.

The first-grade teachers consistently worked as a cohesive group. The grade level leader was very active in influencing decisions affecting school policy and effectively guided the first grade teachers when making group decisions. The principal solicited the opinions of this grade level leader because of her positive influence both within the school and community.

Assigning students to classrooms without regard to sex or ability was implemented in 1989. This philosophy of student placement complemented several of the established curriculum programs, whole language and cooperative learning, and was accepted by the teachers. This practice also frustrated many teachers when their students demonstrated multiple levels of performance in reading or mathematics. Second-grade students received support from the Chapter I program in these subject areas, but first-grade students were not served by the program.

Acquiring funding from the school system for supplemental curriculum programs was difficult. The school system had not adopted any policies specific to supplemental programs for the elementary, middle, or high school programs. Consequently, school-based programs developed to affect positive change in the school setting were financed through the efforts of the principal.

The school PTA consistently acquired volunteers to assist classroom teachers. These parents were active and dependable. Teachers in kindergarten and first grade requested parent volunteers to work with small groups of students. This practice was supported by the school administration.

External Influences of Potential Impact on Intervention

Several factors external to the school setting affected this Major Applied Research Project. Student transience continued to affect stability in kindergarten and first-grade classrooms. The school registrar was interviewed by the project writer concerning the socioeconomic status of students who enrolled in and exited from the school. She estimated that 80% of the transient students were from low income households based upon residence addresses provided on student information forms. The school recorded the largest percent of student mobility (23%) when compared to other elementary schools in the county (13%). This community movement interrupted individual student progress in many kindergarten and first-grade classrooms.

The school system superintendent did not support establishing developmental classrooms within the elementary schools. Kindergarten and first-grade teachers expressed to the former principal the need to establish a first grade developmental classroom, but the class was not

formed for two reasons: (a) the school system was not willing to fund a minimum class size developmental classroom, and (b) the former principal believed that students learned best from being with their peers and did not support establishing such a classroom.

The 18 elementary school principals did not join together to address curriculum problems. Two of the 18 principals adopted innovative programs to supplement the county curriculum, and the remaining 16 principals continued traditional curriculum practices. This situation limited the amount of support, resources, and training the county office provided at the project setting to implement curriculum programs. Determining the success of nontraditional curriculum programs was limited to internal school evaluations as most elementary schools continued implementing traditional programs.

Community assistance programs were limited in the scope of services available to families. The Department of Family and Children Services (DFCS) was active in providing family assistance, and various churches provided food and clothing for families. The county provided limited services for families in need of mental health, abuse, or drug and alcohol counseling. The writer observed that families needing assistance had difficulty acquiring help from county agencies because they often lacked transportation or they were not aware of county resources available to them. The school administration

became responsible for informing and guiding parents to the appropriate agencies for family assistance.

Summary

The writer identified several variables that directly influenced the problem at the project setting. First, the rate of student mobility (23%) affected the kindergarten and first-grade teachers and their ability to assess the performance level of new students as they enrolled in classrooms throughout the year. The teachers also indicated it was difficult to schedule time during the school day to work with students individually. Without additional support personnel to assist the classroom teachers, assessing the needs of individual students was a problem.

Second, the teaching staff established an open mind as to implementing new curriculum programs. The philosophy and leadership skills of the new principal made a positive change in the direction of the current supplemental curriculum programs. The efforts of the principal to improve the functions of the leadership team influenced the staff's commitment to improve teaching and learning at the school setting.

Third, the writer discussed the strength of the PTA and the willingness of many parents to volunteer their services to assist teachers with student learning and other identified needs. Parent involvement continued to influence the success of school programs.

Finally, acquiring funding to implement strategies to positively address the identified problem required the efforts of the writer and the principal, as well as support from the community. The PTA, school business partners, and the school system were pursued by the writer for supplemental funds. Prior support from these groups served as a positive predictor that supplemental funding could be acquired to fully implement the project to improve the developmental and intellectual growth of kindergarten and first-grade students.

Chapter 3

Review of the Literature

In reviewing the literature, the writer had a twofold purpose: (a) to investigate the current view of child development and learning; and (b) to review various research projects that were developed and implemented to address child development and learning in the preschool and public school environment, including realistic assessment procedures to record individual student progress.

As a result of the completed literature review, the writer confirmed that child development and learning were necessary components of the kindergarten and first-grade curriculum programs. Additionally, preschool experiences of children before entering kindergarten were equally important to identify so that students could be provided a continuum of developmental learning experiences as they entered the public school setting. The efforts of teacher support teams were effective in assisting students with learning problems when successful interventions were recommended based on developmental and intellectual growth.

Developmental Growth

The writer learned that child development and learning are not limited to a program or a curriculum and

encompass a set of beliefs that identify the developmental stages a child experiences through the learning process. The National Association for the Education of Young Children (NAEYC) (1987) identified the components of an effective early childhood program to include the physical, social, emotional, and cognitive development of the child. The association emphasized that preschool and kindergarten programs should be developmentally appropriate. Guidelines for determining appropriate curriculum included planning for the age span of the group and providing for the different needs, interests, and developmental levels of individual children.

The writer found that the goals of cognitive learning were misinterpreted by curriculum developers when planning for the education of young children. Resnik and Klopfer (1989), in discussing the Piagetian theory of early childhood education, stated the theory was based on the belief that children should experience activities at their own rates of development. The researchers observed that, even though this theory was accepted for the past 50 years, early childhood curriculum had taken the direction of skill performance and mastery demonstration by implementing criteria testing. Their work led them to suggest that cognitive learning and thinking should be blended in order to provide young children with activities that would build upon each other and integrate their experiences.

DeVries and Kohlberg (1987) described skill performance and the achievement testing movement as the cultural transmission approach to define objectives and evaluate the educational experiences of children. They identified this approach as the prevalent practice throughout American schools and questioned the practicality of teaching students skill mastery through repetition, drill, and practice. They found no connection between student scores on achievement tests and future successes in life and favored the cognitive-developmental approach to learning developed by Piaget.

The writer found that DeVries and Kohlberg (1987) approached their research on Piaget's theory of cognitive development by questioning the structure of the theory. They described how Piaget's stages of operational reasoning were based on ethical and cognitive universal values and showed in their research that Piaget's stages of development were universal across individuals and cultures. In discussing children between the ages of 2 and 7, the researchers described Piaget's preoperational period as the time when the result of the child's action was more important than the action to produce the result. Physical action on objects was crucial in the development of a child's intelligence. Their studies indicated that sensory experiences were more important to 5-year-old children than practicing and repeating skills to demonstrate mastery criteria.

Constructivist early education was described by DeVries and Kohlberg (1987) as the ability of the teacher to provide experiences that children could physically understand. They discussed physical-knowledge activities as the basis for children to begin learning initial science and mathematical concepts. Noted activities affecting gross motor development were pulling, pushing, rolling, throwing, swinging, twirling, balancing, and dropping. Emphasis was placed on incorporating play and group games into the curriculum with physical-knowledge activities. This approach promoted the sociomoral, intellectual, and personality development of children. The writer observed that the authors were cautious in specifically defining the developmental stages of children. Their emphasis was placed on exposing children to individual and group activities requiring physical participation with minimal teacher direction or intervention.

Similar opinions on how children learn were found in the research of Forman and Kuschner (1983). They wrote how children constructed knowledge and focused on Piaget's theories for teaching children. They stated that early childhood programs should stimulate intellectual growth by focusing on increasing a child's adaptability. Piaget viewed intellectual development and adaptation as the same, and the authors defined the role of the teacher as the provider of continuity among

learning experiences. They included perceptual and motor experiences as important developmental exercises in providing children learning opportunities that associated actions with reactions. Their findings supported the writer's opinion that children learn to think through integrating active experiences with self-predicted outcomes.

Gross motor development, as an important component of a preschool program, was supported by the research of Rimmer and Kelly (1989). In their work, the researchers studied the gross motor skills development of a targeted group of preschoolers who were diagnosed with speech and language delays. The children were divided into three groups. Two groups were provided with structured programs designed to develop gross motor skills, and the third group was provided unstructured free-play time. The first group of children participated in daily exercises that involved climbing, jumping, and riding a tricycle. The second group of children participated in structured activities 4 days a week. Gross motor exercises included throwing, catching, bouncing, kicking, running, jumping, sit-ups, stork stand, beam walk, and body awareness. The third group of children participated in free-play activities twice a week and were provided with an 18-inch playground ball and several bean bags.

The researchers found that the second group of children outperformed the first and third groups of

children when they compared the results from their pre/post data. Both groups of children participating in structured programs demonstrated higher gains in gross motor development than the group of children participating in free-play activities. Rimmer and Kelly (1989) concluded that it was important to provide preschoolers with a structured program of gross motor skills activities prior to learning complex motor skills. They further suggested that children with learning disabilities would demonstrate gains in their cognitive and social development if they were provided structured programs designed to strengthen gross motor development. The writer believed that kindergarteners who were experiencing developmental delays would benefit from a structured program of gross motor skills activities.

Fine and gross motor skills development were investigated by Provost, Harris, Ross and Michnal (1988) by studying the types of sensorimotor skills demonstrated by 3- to 5-year-old children. They divided gross motor tasks into the five categories of reflexes, balance, nonlocomotor, locomotor, and receipt/propulsion of objects. The fine motor tasks identified included grasping, hand use, eye-hand coordination, and manual dexterity. In addition to these tasks, the researchers identified sensory and motor activities that assisted them in determining the level of developmental growth in their targeted group of children. Items included in the sensory

and neurodevelopmental tasks were (a) sense of position and movement, (b) sense of touch, and (c) basic components of movement. Other items measuring coordination and cognitive abilities were also included in their study.

By comparing the results of the preschoolers' demonstrated performance on the sensorimotor items to their performance on the fine and gross motor skill items, the researchers found that 91% of the children who demonstrated sensorimotor developmental delays also demonstrated delayed fine motor skills development. Similarly, seventy-one percent of the children who demonstrated sensorimotor delays demonstrated delayed gross motor skills development. Their findings suggested that appropriate sensory tactile and axial flexor skills may be necessary as a foundation for fine and gross motor skills development.

Sensorimotor delays were also investigated by Fernald (1943). From this researcher's work, the visual, auditory, kinesthetic, and sensory imagery technique (VAKT) was developed. Fernald believed that children best learned by associating cognitive skills with multisensory experiences. The VAKT encouraged teachers to use various materials such as plain paper or sand paper for children to practice writing words, followed by finger tracing the letters of the word and saying the word out loud. This multisensory approach was taught to teachers as an effective technique in remediating students who

experienced reading delays. The writer observed that this multisensory technique complemented developmental instructional strategies.

Bush and Giles (1969) addressed the developmental stages of children by researching how deficits could be identified and remediated as children experienced learning problems. They believed that children who were identified by teachers as slow learners or learning disabled had experienced a breakdown in their developmental progression. From their work, they identified multisensory strategies that addressed early perceptual motor developmental growth. The writers discussed the importance of perceptual motor activities and motor skills development in children. They found that both spontaneous and organized play activities stimulated muscle strength and motor coordination in children and influenced cognitive development. They suggested play activities for imitating movement, specific body parts, space, and visual motor development and recommended that teachers address the individual needs of children when planning a perceptual motor program.

The importance of motor development was also emphasized by Kephart (1960). Kephart believed that children who were exposed to an appropriate gross motor skills program would demonstrate developmentally appropriate fine motor skills. He also believed that cognitive knowledge developed from motor functions, and

he associated learning problems with inadequate motor skills development.

Sensorimotor activities were developed by Kephart (1960) as a means of assisting children in learning. His work supported the VATK technique developed by Fernald (1943). Kephart emphasized motor movement with visual and auditiory cognitive skills exercises. As an example, Kephart taught teachers to teach children their body parts by incorporating motor movement drills and singing to emphasize visual, auditory, and kinesthetic imagery. By incorporating multisensory activities into cognitive learning exercises, Kephart believed that a child would positively progress both developmentally and intellectuallly.

Carlson and Cunningham (1989) conducted a study on whether pencil diameter affected a preschooler's pencil management and performance. They focused their research on how "graphmotor" tools affected the grip and the finger movement of a child between the age of 4 years 0 months and 5 years 5 months of age. Large diameter (10-mm) and regular diameter (7.5-mm) pencils were provided for the children to complete the following tasks:

1. Drawing a line between a 13-m horizontal boundary.
2. Drawing a line between a 7-mm horizontal boundary.
3. Tracing a dotted horizontal line.
4. Tracing a dotted letter O.
5. Tracing a dotted letter W.

6. Writing the child's name.

Prior to performing the identified tasks, each child was given a choice between the two diameters of pencils. The researchers determined each child's pencil preference after the activities were completed by the way the children identified the pencil they liked best and that worked best for them when performing each task.

The researchers found that pencil diameter did not have an effect on a preschooler's pencil management or performance. They recommended that preschoolers be provided various sizes of graphmotor tools as the children tended to select a pencil diameter from random choice. They observed that a child's hand grip and finger movement could assist a teacher in determining the child's stage of fine motor development. Their study emphasized the need for kindergarten and first-grade students to be provided a variety of manipulative hand and finger gripping instruments. These instruments would assist the children with their fine motor skills development and support their learning experiences.

Barnes (1991) studied the curriculum of a school founded by Steiner, which continued the kindergarten experience from the learning foundation of each child's preschool experience. Steiner identified early childhood as one of three developmental stages in learning and recommended that recognizable sensory experiences should be taught to young children. Barnes concluded that

schools like Steiner's had been established because of a growing concern that traditional schools primarily emphasized the intellectual development of a child.

Glicksman and Hills (1981) developed a guide for early childhood educators to assist kindergarten teachers in providing an effective transition for their students from their preschool experiences. They stated that curriculum and objectives had to be designed to match each child's developmental level in order for teachers to identify meaningful skills and concepts in the developmental growth of the children. McWilliam's study (1991) on engagement and preschoolers' use of time found that the more appropriate the activity was to the child's developmental level, the longer the child engaged in the activity. He observed that appropriate developmental activities positively affected a child's behavior and increased performance scores on tests of achievement.

The kindergarten, first-, and second-grade teachers at the project setting identified poor attention span, the inability to follow directions, and inability to complete tasks as student characteristics that affected behavior and learning. Copeland (1990) studied child behavior and learning as they related to developmental growth. In any given preschool population, she found that approximately 27% of the children could be identified with developmental disabilities. By the time a child reached the age of 5, Copeland believed that learning, behavior, and attention

problems were apparent to both parents and teachers. She recommended early intervention in order to minimize the negative effects a developmental disability could have on a child. Copeland's studies targeted techniques on how to identify children with potential attention deficit/hyperactivity disorders (ADD/ADHD). She further developed intervention strategies for both teachers and parents when children exhibited poor attention or impulse control skills affecting their developmental and intellectual growth. These findings reinforced the need for kindergarten and first-grade teachers to plan goals, objectives, and activities based on the developmental and intellectual needs of their students.

Assessment

The State of Georgia reformed education during the 1980s by implementing achievement testing in 10 grades. Kindergarten was included in the testing program, and the California Achievement Test (CAT) was administered to the students as a criterion for entering first grade. In 1989, the CAT was replaced with the Georgia Kindergarten Assessment Program (GKAP) (see Appendix C). This assessment was designed to measure a student's learned knowledge at minimum levels of mastery. The writer observed that the kindergarten teachers favored replacing achievement testing with the GKAP. However, first-grade teachers received minimal information on the developmental skills kindergarten students had acquired. The GKAP

primarily provided information on a student's intellectual growth. Compounding the problem, first-grade, criterion-referenced testing was discontinued in 1990, and the teachers were left without a formal program to assess their students.

The writer investigated the literature to find what methods of assessment had been effectively implemented to measure the developmental and intellectual growth of students in early childhood education. This search resulted from the writer's observation of teacher dependence on student achievement or performance scores to determine grade-appropriate performance. DeVries and Kohlberg (1987) found that the development of performance instruments and criterion testing compared to what Montessori termed "error-free repetition" (p. 287). Montessori believed that children should be provided repetitive tasks where emphasis was placed on correctness (no mistakes) over a period of time. The teacher was to point out a child's mistakes during a task in order to prevent further mistakes. The writer found this method was used by the kindergarten teachers when administering sections of the Georgia Kindergarten Assessment Instrument (GKAP) to the students.

Hobbie (1984) developed a criterion-referenced screening instrument to assess eight categories of child development. Fine motor and gross motor development were included in the instrument. Her project goal was to

identify, through assessment, the students with significant developmental delays in order to remediate the students with curriculum-appropriate skills. Her results summarized that systematic assessment improved the student's development of fine and gross motor skills with a 96% improvement in their overall performance measured by the eight developmental areas. These results indicated a possible connection between motor skill development and intellectual development in preschoolers.

The National Association for the Education of Young Children (NAEYC) (1987) stated that activities emphasizing the physical development of both fine motor and gross motor skills should be provided to 5-year-old children on a daily basis. The association recommended that regular assessments should be based on teacher observations, not through standardized testing. Haab (1992) supported the findings of the NAEYC by stating that assessing the developmental skills of kindergarten students should be based on teacher observations and conducted regularly to maintain an accurate record of student progress.

Wedell-Monnig and McNeil (1980) developed an assessment program to evaluate the Head Start project by assessing the progress of preschoolers as they left the project and entered public schools. They planned to evaluate the preschoolers in kindergarten and first and second grade by assessing the following skill areas in each grade: (a) factual knowledge, (b) memory skills,

(c) cognitive skills, (d) communication skills, (e) perceptual/psychomotor skills, and (f) social skills.

Several of their recommendations on testing preschoolers included classroom observation and individual child observation along with individual testing that utilized skill checklists. They stressed the importance of interpersonal and peer relations development and recommended motor activities as a method of providing preschoolers these experiences. The researchers recommended the implementation of multiple assessments when monitoring a child's developmental growth.

Adler (1982) discussed environmental factors affecting the developmental growth of children. He recommended that all children should receive preschool training in order to be successful in their school experiences. He found the amount of formal preschool training a child received was dependent on the financial status of the child's parents. Adler believed that public education needed to assume the responsibility of teaching preschoolers. He concluded that early intervention was an effective way to ensure the success of children both in school and as working adults. The writer noted the majority of kindergarten students at the project setting entered their first year of public school with no formal preschool experience. Developing effective assessments to identify and monitor the developmental and intellectual growth of students was recognized by the writer as a

critical component of a successful kindergarten program.

The writer investigated different assessment instruments that were developed to measure and evaluate the developmental growth of students in kindergarten and first grade. Padget (1989) evaluated the Screening Children for Early Educational Needs (SCREEN) instrument as it was administered to children in preschool, kindergarten, and first grade. The SCREEN assessed beginning skills in oral language, reading, mathematics, and written expression. Results of the study concluded the instrument was useful in measuring the performance of kindergarten and first-grade students for determining academic-related learning problems. The findings were questionable when the instrument was used with preschool-age children.

Two preschool assessment tools were studied by Provost, Harris, Ross, and Michnal (1988) in order to determine the correlation between the instruments when they were administered to preschool-age children. The Peabody Developmental Motor Scales (PDMS) instrument and the Miller Assessment for Preschoolers (MAP) instrument were found to provide valuable information pertinent to the sensorimotor development of children. However, the correlation results were weak to moderate, with less than 25% of the variation in one test or subscale explained by the other test or subscale. Their findings suggested that the instruments were not to be

substituted for each other, and they recommended that multiple instruments be used to assess the developmental growth of preschoolers. Their conclusions from comparing the two instruments provided more data on developmental fine and gross motor skills than data that would have been available if only one instrument had been administered to the students.

The question of assessing individual growth in group activities was addressed by Rubin (1985). His observations of teaching favored student grouping, but he cautioned that groups needed to be changed frequently in order to maximize student interest and progress. He recommended that teachers should frequently evaluate both student placement in groups and the planned group activities as a check for monitoring improvement of student social skills and intellectual growth. His approach to regrouping suggested that early childhood developmental activities would provide meaningful growth experiences if students were frequently reevaluated and changed to different groups. Because cooperative learning was used by the kindergarten teachers as a group learning activity, assessing students in group activities was effective in providing the teachers with valuable data in measuring the developmental and intellectual growth of their students.

Student Instructional Plans and Parent Involvement

School-based teacher support teams were established

by many educational agencies to assist classroom teachers who identified students with learning or behavior problems. In 1989, Chalfant and Van Dusen Pysh researched 96 different support teams for the purpose of documenting the reasons for the success of some teams and the ineffectiveness of others. They found that effective teacher support teams recommended specific goals to the teacher and agreed on a time line for implementing strategies for the students to improve their performance. They measured the success of the different intervention plans by looking at student improvement after team support had been withdrawn for 6 weeks, with no further problems noted. They also looked at how positive the feedback was from the teacher after working with the student and at how positive the teacher was toward the intervention team. After completing five different studies that involved 96 teams, the authors concluded that administrative support, teacher support, and the attributes and performance of the team were critical factors in assuring the success of a teacher support team.

Delvin (1990) emphasized that instructional strategies recommended by the building level Student Support Team (SST) were to include both the development of a student instructional plan as well as the implementation of the plan by the classroom teacher. The writer observed that the SSTs at the project setting had primarily recommended intervention strategies to teachers and had

not addressed developing student goals as a strategy to improve student performance. This observation led the writer to investigate the types of intervention programs developed for kindergarten children that addressed developmental and intellectual problems. It was additionally important to the writer to review the literature to determine the role of parents as their children entered kindergarten.

Campbell and Ramey (1990) conducted a study on three groups of children from birth to 5 years old. They selected children from different family backgrounds to see if socioeconomic factors affected cognitive development in children with and without preschool education. They targeted a high risk, low income group and provided teacher instruction and training for the parents on developmental skills to use with their children at home. Another high risk, low income group of children was identified and neither the children nor their parents were provided any form of preschool education. The third group of children was selected from an upper middle class college town where the children were considered educationally advantaged and were predicted to be successful in school. The conclusions of the study found that the high risk, low income group of children, who had not received any form of structured preschool and whose parents had no child development training, demonstrated delays in acquiring many cognitive skills by

the time they completed second grade. The researchers found no significant differences in the other two groups of children as they acquired age-appropriate skills at the completion of second grade. This study was supportive of the writer's belief that the joint efforts of teachers and parents in educating children produced positive results in spite of socioeconomic factors that affected different families.

Reynolds (1991) conducted a longitudinal study in which he identified several factors that affected the early schooling of at-risk, low income, minority children in Chicago, Illinois. Instead of evaluating programs developed to assist with the education of economically disadvantaged children, he targeted the process of schooling and intervening factors that impacted the future successes of children after kindergarten and first grade. Cognitive readiness, sex, socioeconomic status (SES) and prekindergarten experience were identified as the primary factors that influenced the schooling outcomes of children as they experienced kindergarten, first, and second grade. Reynolds observed that mobility and parent involvement became important factors in determining a child's continued success in school. He observed that children who remained in the same school for the first 2 years benefited in their cognitive growth and social maturity.

Swick and McKnight (1989) identified teacher

characteristics that promoted parent involvement in early childhood education programs. They gathered data from teachers who taught kindergarten in a large South Carolina public school system. A questionnaire was completed by the teachers; it focused on identifying characteristics of teachers who were highly supportive of parent involvement. Among the identified characteristics were attitude, training, preschool teaching experience, class size, administrative support, membership in outside professional affiliations, and a strong belief in the process of child development. The researchers found that teachers were more likely to support and implement a parent involvement program if they were adequately trained and if they received leadership and support from their school administration. The writer believed that parent involvement needed to be integrated into the regular procedures of the Student Support Team process in kindergarten, first, and second grade.

Hansen (1986) developed a child-parent plan based on the work she had conducted with Chapter I kindergarten children and language development. The students were screened at the beginning of the school year, and the teachers developed an education plan for students who demonstrated weaknesses in developmental language skills. The teachers followed up by meeting with the parents of the identified students, the student education plans were explained, and home lessons were provided to the parents.

The students were informed of their expectations both at school and at home, and teachers and parents maintained contact during the year as additional home lessons were provided. The author reported that the longitudinal study showed that students who were involved in the program consistently improved their language skills by 65%. Pre- and posttest results were acquired from administering the Peabody Picture Vocabulary Test to the students. The writer found the study notable because of the consistent results over the 10-year period of time in which the study was conducted.

The National Association for the Education of Young Children (1987) stated that the curriculum for 5-year-old children should include parent input. The association identified parent influence as primary in completing a total learning experience for children. Respectively, the NAEYC defined developmentally appropriate programs as both age appropriate and individually appropriate. This emphasis on meeting the individual needs of children was identified as one of the roles of the Student Support Team. The writer noted that increases in student achievement appeared to be correlated to the learning environment that was provided in the home.

Vandegrift and Greene (1992) discussed parent involvement and what they had accomplished in improving parent participation in the education of their children. They found that many schools planned school-related

activities in an attempt to get parents involved with the teachers, their children, and other parents. Many teachers and PTAs became frustrated in their attempts to get parents involved in school activities. The authors found that their frustrations resulted from how they expected parents to respond and participate in school events. Vandergrift and Green identified four categories of parent involvement. First, some parents were supportive and willing to participate. Second, some parents cared about their child's education, but were not joiners. Third, a few parents appeared to care about their child's education but did little at home to reinforce learning. Finally, there were some parents who did not participate in their child's education because of apathy. In an effort for teachers to attempt to solicit parent participation, the authors recommended that the first step was to make parents feel important. They suggested low profile parent contacts, such as phoning the parent for light conversation, and to minimize participation requests until the teacher had established a positive rapport with the parent.

King (1984) discussed developmental readiness and the role of the parents in working with their children. He identified the following characteristics that parents should look for in determining a child's readiness for school: (a) willingness to separate from parents, (b) willingness to try tasks, (c) cooperative behavior,

(d) willingness to answer questions, (e) absence of crying/whining, and (f) absence of distractibility.

In addition to identifying the above readiness characteristics for parents, King (1984) recommended several readiness strategies for parents and their children as home activities.

1. Read to children regularly.

2. Engage children in real-world experiences such as touching a real flower instead of looking at a picture of a flower.

3. Allow children to live, grow, play, and experience their own world.

4. Give children tasks they can complete and feel successful about to help improve their attention span.

King (1984) stated that the ideal program for schools to offer parents included a prekindergarten and/or a prefirst grade class. Knowing that most schools did not offer these classes, King recommended retention when a child had not been successful with the full kindergarten program.

The literature review conducted by the writer provided practical information in pursuing an action plan to improve the developmental and intellectual growth of students in kindergarten and first grade. Further study of the literature was conducted as the implementation of the Major Applied Research Project continued throughout the established timeline.

Solution Strategy

The literature review presented several possible

solution strategies to support an action plan to improve the developmental and intellectual growth of kindergarten and first-grade students. The research conducted by Chalfant and Van Dusen Pysh (1989) identified key elements in making school-based, teacher support teams effective. The elements included the identification of specific goals for the student to assist the teacher with improving the student's performance, tracking student improvement on a long-term basis to the point of dismissing the student from the team, and maintaining a positive rapport between the team and the teacher requesting assistance from the team. Their work served as the basis for developing and implementing a program to improve the Student Support Team process in kindergarten and first grade at the project setting.

Providing parents with readiness activities to assist their children at home was supported by the research conducted by King (1984). His recommendations were based on Piaget's theories that emphasized allowing the child to grow and develop naturally, and he believed that parents could best assist kindergarten teachers by using developmental activities with their children at home. With parents being the most knowledgeable of the preschool experiences of their children, King found that parents provided teachers important information concerning readiness skills of children entering kindergarten. This information included social/emotional skills, self-help

skills, and language skills. The kindergarten and first-grade teachers developed methods to gather student readiness information from parents and to increase parent involvement as part of the SST process in their respective grade levels.

The research on developmental growth suggested that the kindergarten program at the project setting needed improvement in providing students with learning experiences that included physical, social, emotional, and cognitive skills. Several studies identified the critical components of a developmentally appropriate kindergarten program. DeVries and Kohlberg (1987) discussed their research on Piaget's theory of cognitive development to emphasize the need for kindergarten programs that provided children with various discovery experiences directed toward their individual selves and their environment. They believed that sensory experiences were more important to 5-year-old children than practicing and repeating skills to demonstrate mastery criteria. Physical-knowledge activities, which emphasized gross motor development, were identified by the researchers as important for children to begin learning initial science and mathematics concepts. Forman and Kuschner (1983) viewed intellectual development and adaptation as the same and emphasized that children should learn from active experiences.

From other literature, sensorimotor development

was viewed as important to the development growth of children in early childhood education programs. Rimmer and Kelly (1989) found that children who participated in structured gross motor programs demonstrated higher gains in gross motor development than children who participated in unstructured, free-play activities. To emphasize the importance of gross motor development, Kephart (1960) found that fine motor development was directly influenced by a child's gross motor development. Kephart believed that a child's cognitive knowledge developed from motor functions and emphasized motor skills development in young children as a necessary component for learning. Motor development became an important criteria for kindergarten and first-grade teachers to incorporate into their instructional programs.

Practical assessment strategies were identified by the National Association for the Education of Young Children (1987) and other researchers. The literature indicated that kindergarten children needed daily assessment measures instead of criterion assessments in order to evaluate student learning and development. Hobbie (1984) identified systematic assessment as appropriate in determining a child's developmental progress and incorporated fine motor and gross motor development when assessing a kindergarten student. Observation, individual assessment, and skill checklists were recommended by Wedell-Monnig and McNeil (1980) as

important in developing an appropriate assessment program for kindergarten students. They determined that a child's developmental growth could best be identified with the use of multiple assessments. The writer found that supplementing the Georgia Kindergarten Assessment Program (GKAP) with additional formal and informal assessment measures provided realistic student data for kindergarten and first-grade teachers.

Summary

In looking at various research studies, the writer found that school-based, teacher support teams were successful in assisting teachers and students with learning problems. The writer studied theories of early childhood education to find possible strategies to ensure that a readiness program provided a balance of developmental and intellectual skills, provided realistic student data from the development of practical assessment measurements, and provided the opportunity for parents to actively participate in the education of their children.

Chapter 4

Methods

Solution Strategy

Three components of a solution strategy to address the developmental and intellectual growth of students enrolled in kindergarten and first grade at the project setting were identified from the literature. These components were studied and expanded into the development of an action plan to improve curriculum goals, teaching strategies, and methods and instruments for evaluating student progress. Improving the Student Support Team process to benefit students, teachers, parents, and grade level teams was also addressed.

The first component involved the development of a plan to improve the curriculum goals, objectives, and teaching strategies in kindergarten and first grade that addressed the developmental and intellectual needs of students in these grades. The kindergarten teachers implemented this component by establishing a plan to identify the level of readiness of individual students and of the group. They developed and implemented curriculum goals and teaching strategies as a continuum of the identified readiness skills of the students. These goals and strategies were developed by blending the county-adopted kindergarten curriculum with the National

Association for the Education of Young Children (NAEYC) position statement that identified developmentally appropriate practices for 4- and five-year-olds (see Appendix F). Resources and support services were pursued by the writer in assisting the teachers with this component of the action plan.

The first-grade teachers addressed the component by using the 1991-1992 end-of-year summary data on reading and writing performance of kindergarten students. They developed a plan to establish curriculum goals and teaching strategies to meet the students educational needs. Students identified as developmentally delayed in kindergarten during the 1991-1992 school year were formally discussed by the teachers. Resources and support services were pursued by the writer to assist these students.

The second solution strategy involved the development of appropriate assessment criteria to measure the developmental and intellectual growth of the kindergarten students. The Georgia Kindergarten Assessment Program (GKAP) was administered by the kindergarten teachers to evaluate the overall mastery level of generic readiness skills of the kindergarten students. Supplemental assessments were developed to assess the fine and gross motor skill development of the kindergarten students throughout the school year. The results of the assessments were provided to first-grade teachers at the

beginning and end of the 1992-1993 school year, and the teachers developed specific curriculum goals, teaching strategies, and assessment procedures for the students.

The third solution strategy involved developing a Student Support Team (SST) procedure for preparing an individual student instructional plan, in addition to recommending teacher intervention strategies. In the plan, three components were addressed: (a) Student information, problem identification, and preintervention strategies were identified by the classroom teacher; (b) student attendance, screening information, and teacher/parent contact were verified; and (c) goals and strategies were identified by the team and outcomes were recorded by the teacher, followed by team recommendations. Student instructional plans were developed for students referred to the SST in kindergarten and first grade. Special education teachers assisted in developing and monitoring student instructional plans, and parents were provided activities to help assist their children at home.

Implementation Design (Action Plan)

The first component of the action plan involved revising kindergarten and first-grade curriculum goals and teaching strategies to improve the program of services provided to these students. The writer met with each group of teachers to discuss prior problems they had experienced with their specific curricula. The groups

identified staff training areas, resources, and materials that would benefit their educational programs. The writer requested staff training assistance from the principal, county office personnel, and other resource consultants.

Manipulative materials were purchased to address the developmental motor skills of the students in both grades. The principal, school system, and other resources were pursued to acquire funds needed for additional teacher and student materials. The teachers were given priority scheduling for the outdoor play areas, which allowed them to plan structured gross motor activities for their students. Assistance from the physical education teachers was obtained by the writer for the kindergarten and first-grade teachers. Equipment was shared, and developmental games were planned for the students by all of the teachers.

Assessment criteria and procedures were created as part of the second component of the action plan to improve the developmental and intellectual growth of kindergarten and first-grade students. The kindergarten teachers developed a plan to identify the readiness skills of the students at the beginning of the 1992-1993 school year. Age, preschool experience, and language screening results served as important student data. The teachers acquired relevant student information from school records, parents, and the speech/language pathologist. Additionally, the teachers developed an informal assessment to measure fine

and gross motor skills. The physical education teachers worked jointly with the kindergarten teachers and the writer in developing this assessment. The assessment was administered quarterly throughout the school year.

Finally, the kindergarten teachers developed a plan to coordinate these data with reading, mathematics, and summary data from the Georgia Kindergarten Assessment Program (GKAP) to assist them in determining student promotion or retention and in disseminating this information to the first-grade teachers in June 1993.

The first-grade teachers were provided student information from assessment data on reading and mathematics, the Georgia Kindergarten Assessment Program, students with developmental delays, and students referred to the Student Support Team. The teachers used these data to identify students who would benefit from support services. The writer additionally coordinated the selection of two prescreening instruments, the Kaufman Brief Intelligence Test (K-BIT) and the Kaufman Test of Educational Achievement (KTEA), to provide norm-referenced student data. The teachers were assisted by the writer in developing a fine and gross motor skills checklist to measure their students motor development throughout the school year. The first-grade teachers disseminated these data to the second-grade teachers at the end of the school year.

Developing a plan to address the curriculum goals,

teaching strategies, and student assessment procedures to improve the developmental and intellectual growth of the students in kindergarten and first grade complemented the third component of the action plan proposed by the project writer, improving the Student Support Team process.

The writer and each group of kindergarten and first-grade teachers developed student instructional plans that were incorporated into the Student Support Team process. Student goals, teaching strategies, assessment procedures, and parent involvement were necessary components of the student instructional plans. Training on new procedures was provided to both groups of teachers by the writer and the grade level SST chairpersons. The school counselor, the administrators, and Chapter I and special education staff members assisted the kindergarten and first-grade SST members. Both grade level teams planned to measure the success of their efforts by determining the number of students who were successfully helped during the school year.

The writer monitored the implementation of the three components of the solution strategy by recording data and events in a professional journal. Direct and indirect observation were utilized to conduct the formative evaluation stage of the action plan. The actual data collected from the action plan were used to complete the summative stage of the plan to improve the intellectual and developmental growth of students in kindergarten and

first grade.

Outcomes

Terminal Objectives

1. As a result of the implementation to improve intellectual and developmental skills, 50% of the kindergarten students with identified developmental delays who are referred to the SST during the 1992-1993 school year will be dismissed from the SST after student instructional plans have been successfully implemented and results from the readministration of the established readiness inventory have verified that the students have improved their level of developmental readiness by demonstrating success with the goals and objectives of the kindergarten program at the end of the 1992-1993 school year.

2. As a result of the implementation to improve intellectual and developmental skills, 100% of the kindergarten students who remained in the SST at the end of the 1991-1992 and 1992-1993 school years will be targeted by the first-grade teachers during the 1992-1993 and 1993-1994 school years for assistance from the Chapter I and special education programs by using IQ, academic, and developmental screening instruments to determine eligibility for services.

3. As a result of the implementation to improve intellectual and developmental skills, 100% of the kindergarten students referred to the SST during the

first semester of the 1993-1994 school year will be provided a student instructional plan (SIP) to address identified developmental skills.

Process Objectives

1. Specific goals, materials, activities, and teaching strategies will be developed by the kindergarten and first-grade teachers to address the developmental and intellectual needs of the target group of students at the beginning of and throughout the school year.

2. Supplemental assessments will be developed by the kindergarten and first-grade teachers to evaluate the developmental level of each group of students both at the beginning and throughout the school year, as established by the specified goals and activities of the teachers.

3. The kindergarten SST and the first grade SST will develop an individual student instructional plan (SIP) to be used by the classroom teachers to implement activities for the teacher and the parent to assist with a student's developmental and intellectual growth both at school and at home.

4. The kindergarten and first-grade teachers will receive training on revised SST procedures and other teacher-identified areas of need to improve grade-appropriate teaching strategies to assist with student learning problems.

5. The kindergarten, first grade, and physical

education teachers will develop and implement a plan to teach and remediate developmentally appropriate gross motor activities for each group of students based on a regular assessment of student abilities throughout the school year.

6. The Chapter I and first-grade teachers will develop and implement a program to serve first-grade students with identified deficiencies in their cognitive skills development.

7. The kindergarten and first-grade teachers will develop and implement an assessment procedure to measure and remediate the fine motor skills development of students during the school year.

8. The kindergarten and first-grade teachers will develop and implement a plan to provide complete student data to the upcoming group of teachers at the end of a school year.

9. The second-grade teachers will assess their students during the first semester of the 1993-1994 school year to determine their level of developmental and intellectual growth.

10. The second-grade teachers will develop and implement student instructional plans to address the developmental and intellectual needs of students referred to SST.

Side Effects

Two potential side effects were initially anticipated

as the process objectives were implemented and evaluated. First, as the kindergarten and first-grade teachers revised their programs to meet identified student needs, the writer anticipated that other grade level teachers would develop similar strategies to identify and meet the needs of their respective groups of students. Consequentially, the second-, third-, fourth-, fifth-, and sixth-grade teachers were impacted as school-wide SST procedures, curriculum planning, and student assessment procedures were addressed by the school administrators.

The writer, as the school-wide SST coordinator, trained all of the grade level SST chairpersons to implement revised strategies that were developed by the kindergarten and first-grade teachers. The strategies were developing monthly student instructional plans, screening students for intelligence quotient and achievement data, and completing end-of-year student summary reports. The SST program was strengthened in each grade level as these procedures were implemented schoolwide.

In relation to curriculum planning, the assistant principal in charge of curriculum introduced the staff to "spiral planning" in June 1993. Her goal was to generate the opportunity for respective grade levels to communicate curriculum goals and objectives, for teachers to provide pertinent information on the needs of upcoming and outgoing students, and to provide cohesiveness among the

grade levels in relation to curriculum planning. The staff responded positively to spiral planning, and grade level interaction was planned during the 1993-1994 school year.

Student assessment was addressed at the beginning of the 1993-1994 school year by the principal. He established a staff committee to develop a plan to incorporate portfolio assessment as a school-wide program to complement current student assessment procedures. The goal of the committee was to provide guidelines for teachers to collect individual student work that represented actual ability. This assessment strategy was accepted by the committee as a method for teachers to provide the next grade's teacher a realistic picture of a student's academic performance. Revised student assessment procedures, curriculum planning, and SST procedures positively impacted how the entire staff worked to address identified student needs.

The second side effect involved the second-grade teachers. The writer anticipated that the second-grade teachers would develop and implement alternative procedures for evaluating their students progress. As a result of the project implementation, these teachers began to communicate to the first-grade teachers about developmental skills and use of learning centers in their classrooms. The second-grade teachers established goals that addressed fine and gross motor skills and began plans

to implement center time similar to what the kindergarten and first-grade teachers had developed as a component of the Student Instructed Assistance (SIA) program. These goals impacted how the second-grade teachers began planning to assess their students based on identified student needs.

The potential side effects were significant to the organizational goals of the school. One goal of the school was to establish effective procedures to evaluate student progress through assessment. Another goal was to provide practical experiences from learning that affected the educational and social development of the student. These goals complemented the school's educational philosophy.

Chronology of Implementation Activities

In August 1992, the writer met with Student Support Team (SST) grade level chairpersons to disseminate student files. Each chairperson was asked to update the status of the files specific to student enrollment and teacher assignment. Chairpersons were asked to submit a revised list of students referred to the SST at the September meeting.

Two separate meetings followed the general session. The first meeting involved the first-grade SST chairperson, the Chapter I coordinator, and the writer. The SST files of students retained in first grade were reviewed, and the committee recommended that the students

receive reading assistance through the Chapter I program. The teachers worked together to coordinate the scheduling of class time for students to attend remedial reading classes. The decision to provide Chapter I services to first-grade students was supported by the principal and the Chapter I coordinator for the school system.

The second meeting was held with the kindergarten SST chairperson, the kindergarten teachers, the speech teacher, and the writer. The speech teacher discussed the schedule for screening all kindergarten students, and kindergarten teachers were asked to collect information on the students in their classes specific to age and preschool experience. They scheduled a meeting for September to discuss the results of the student information in order to plan specific goals, objectives, and activities for these students.

The writer met with the kindergarten and first-grade teachers on September 4, 1992 to schedule structured play time. The outside playground facilities were divided into two separate areas to control the number of classes allowed in each area at a scheduled time. The seven kindergarten classes were given priority scheduling, including a 15-minute block of morning time for students to walk and stretch outside. The second block of time was scheduled in the afternoon and included the use of the gymnasium. The teachers developed a weekly schedule, which allowed each teacher use of the gymnasium 2 days a

week and the outside play area three times a week. The eight first-grade teachers chose to schedule afternoon play times. The teachers divided into partners so they could work with two groups of students on gross motor skill activities. The scheduling provided both groups of teachers a daily block of time to work with their students on outdoor play activities in addition to the time that the students were scheduled to attend physical education classes conducted by the physical education teachers twice a week.

The writer conducted a SST planning session with the grade level chairpersons on September 9, 1992. Staff responsibilities, procedures, and curriculum issues were discussed as they applied to implementation of the Student Support Team process. The group discussed the importance of classroom teachers conducting conferences with parents of students who continued to demonstrate learning or behavior problems. The committee agreed to implement teacher/parent conferences as a strategy for teachers to provide parents with suggestions for home activities to assist with the identified learning or behavior problems.

Prior to the 1992-1993 school year, there was no established procedure for screening students for learning or behavior problems before a SST referred students for special education testing. The school system testing coordinator selected two screening instruments to be used in each elementary school to assist SST coordinators

in identifying students for special education testing. The Kaufman Basic Intelligence Test (K-BIT) and the Kaufman Test of Educational Achievement, Brief Form, (KTEA) were selected by the testing coordinator because they aligned with several testing measurements currently used by school psychologists for special education testing.

The writer introduced the screening instruments to the SST chairpersons and discussed the procedures for student screening referrals. The Behavior Evaluation Scale (BES) was selected by the writer and the school psychologist for screening students with behavior problems. The committee was optimistic about the screening procedures and felt the information generated from the screening instruments would benefit classroom teachers and parents of students who were screened. The writer presented a form to the committee and explained how it summarized student screening results (see Appendix G).

The final topic of discussion during the planning session concerned staff development needs. The entire group recommended that a workshop on attention deficit disorders (ADD/ADHD) would benefit the teaching staff. The members of the group agreed that many SST referrals dealt with students who had attention problems. The writer agreed to coordinate a workshop addressing the topic and planned for it to be held at the school setting

to ensure total staff participation.

The kindergarten teachers and the writer met on September 16, 1992 to establish a plan to improve the developmental growth of the students. The teachers shared information on student age, preschool experience, and speech screening results. The writer presented the teachers with information on developmentally appropriate teaching practices from the National Association for the Education of Young Children (NAEYC) (see Appendix F). The teachers also received a copy of a preschool evaluation scale and reviewed the developmental skills listed on the scale. The teachers agreed to use part of the evaluation scale to develop a practical checklist for their students, which aligned with the NAEYC guidelines for children enrolled in kindergarten programs.

Discussion of curriculum goals, strategies, and manipulative materials was pursued by the teachers who stated that reinstituting the use of clay and sand tables was their first priority. The writer approved their request and further encouraged them to begin planning manipulative centers for daily use. The writer directed the grade level leader to begin developing a list of materials and equipment needed to teach fine and gross motor skills.

The students retained in kindergarten were referred to the SST during the 1991-1992 school year. Intervention

strategies were discussed by the kindergarten SST and the team included teacher/parent contact as a regular strategy for parents to receive home activities to assist their children with developmental skills. The writer informed the team that screening instruments appropriate for kindergarten students were being selected and would be available to them by the November SST meeting.

The first-grade teachers met with the writer and a special education resource teacher on September 21, 1992 to discuss the data collected on the group of students (see Appendix D). Students referred to the SST by the kindergarten teachers were targeted for observation and screening by the special education resource teacher and the writer. The resource teacher planned to schedule a block of time to work with each first-grade teacher when reading and whole language were taught and to determine which students would be screened for learning problems. Additionally, the first-grade teachers agreed to establish specific curriculum goals after they had worked with their students during the first grading period. The writer shared with the teachers those developmental skills identified the previous year as problems that kindergarten and first-grade students experienced and requested that they monitor student performance on these skills (see Appendix B).

Activities planned for October began with the kindergarten and physical education teachers meeting to

decide the sequence of gross motor skills areas to be taught throughout the school year. The teachers met on October 1, 1992 and divided the identified gross motor skills into areas they would teach during each quarter of the school year (see Appendix H). The teachers agreed they each wanted the flexibility to choose their own activities as they related to the gross motor skills areas. The physical education teachers were asked to develop a plan to assess the gross motor skills areas as they were taught. The kindergarten teachers planned to incorporate the results of the assessments conducted by the physical education teachers into their daily gross motor skills activities.

After completing the meeting with the kindergarten teachers, the writer met with the physical education teachers to discuss a training session for them to present to the kindergarten, first-, and second-grade teachers that addressed grade-appropriate skills. They were asked to plan activities in which they could provide equipment for teacher use when implementing the activities. The workshop was presented on October 7, 1992 (see Appendix I).

A workshop was held on October 19, 1992 for the teachers in kindergarten, first, and second grades on working with children with attention problems. Prior to the workshop, the writer surveyed teachers in these grades to learn which students were medically identified

as ADD/ADHD and those suspected by the teachers of having such problems (see Appendix J). In addition to the teacher lists of identified students, the writer provided the presenter with information on general problems the teachers experienced with students (see Appendix B). The teachers were required to attend the 2-hour workshop and were compensated for their time by receiving early leave during selected staff development days.

After the workshop, the presenter scheduled classroom visitations with any teacher who requested assistance on working with specific students. The writer and presenter jointly developed an intervention strategy checklist for the teachers to use in working with children with attention deficit problems (see Appendix K). In addition to working with teachers and students, the presenter volunteered to provide diagnostic screening information on ADD to any parent. The writer assisted the presenter with contacting parents of students identified as having attention problems by the teachers to offer them the screening service and twenty-nine parents received the student screening information.

The final activity of the month occurred on October 20, 1992. The kindergarten teachers met to discuss the Georgia Kindergarten Assessment Program and the curriculum areas that were in need of additional assessment information throughout the school year. The teachers

identified the areas of reading, mathematics, social/emotional skills, fine motor skills, and gross motor skills as needing additional assessment information. The teachers agreed to develop appropriate manipulative learning centers to address the identified curriculum areas.

During the first 2 weeks of November 1992, the physical education teachers assessed the spatial awareness and locomotor gross motor skills of the kindergarten students. Results of the skills assessment were shared with the kindergarten teachers and were used to provide daily gross motor skill activities designed to assist the students with their developmental growth (see Appendix L).

The kindergarten SST met on November 19, 1992 to discuss the students who had been referred to the team. The writer introduced the selected screening instrument, Screening Children for Related Early Educational Needs (SCREEN), to the team. The K-BIT and K-TEA, which were selected for first-grade students, did not jointly provide norm-referenced scores for 5-year-old children, and the SCREEN was selected because its reliability correlated with these instruments and other testing instruments used by the school system's psychologists when determining student eligibility for special education services. The team recommended that the kindergarten paraprofessional staff be trained by the writer in administering the instrument to kindergarten students referred to the SST,

and that screenings be conducted during the second semester of the school year. The writer presented the team with a summary report form, which included the SCREEN results in addition to intelligence quotient and language screening data (see Appendix M).

The team continued the meeting by developing student instructional plans (SIP) for the new student referrals and reviewed the SIP progress of the other student referrals. At the conclusion of the meeting, the team recommended that staff development training addressing the use of manipulative materials for teaching the objectives of the mathematics curriculum be provided to the kindergarten teachers.

On December 8, 1992, the first-grade teachers met to develop SIPs for each new student referral. They discussed the students being monitored by the team and reviewed the implemented strategies and results of the parent conferences conducted prior to the meeting by the classroom teachers. The first-grade SST chairperson encouraged the team to continue their efforts in soliciting parent involvement with students referred to the SST. The team identified those students who were to be referred for screening and observation by the writer. Several teachers requested the screening information because of reading problems that some students were beginning to experience. The teachers concluded the meeting by selecting for staff development training the

areas of Student Instructional Assistance (SIA) program training and the use of manipulative materials to incorporate into the first-grade mathematics curriculum.

The month of January 1993 proved to be a productive time for the kindergarten and first-grade teachers. On January 13, 1993, two first-grade teachers were selected to attend a Student Instructional Assistance (SIA) workshop held at an elementary school in another school system. After returning from the workshop, the teachers agreed to implement SIA strategies into their classrooms by developing learning centers based on program guidelines. On January 19, 1993, they shared teaching strategies and learning centers they developed with their grade level team.

The physical education teachers administered the second gross motor skills assessment to the kindergarten students during the weeks of January 4 and 11, 1993. The assessment covered the general areas of kicking, catching, throwing, and striking. They shared the results of the gross motor skills assessment with the kindergarten teachers for them to plan appropriate games and activities for students needing reinforcement with these gross motor skills (see Appendix L).

A meeting with the kindergarten and physical education teachers was called by the writer on January 14, 1993 to discuss the school system's physical education curriculum guide. The writer presented a revised flow

chart of the curriculum objectives to the teachers (see Appendix N). In order to ensure that a variety of gross motor skills activities were available to all of them, they decided to work in teams of two to develop activities that met curriculum objectives and served as a resource guide for reinforcement and remedial activities throughout the school year. The teachers discussed developing a fine motor and gross motor activity room at the school site. One of the kindergarten teachers recommended that the group visit a fine motor and gross motor activity center at a local theme park on January 18, 1993 to gather ideas for a developmental activity room.

On January 18, 1993, the kindergarten teachers, principal, and the writer visited the fine and gross motor skills activity center at a local theme park. After returning to the school, the principal and kindergarten teachers discussed the possibility of changing a workroom used by kindergarten and first-grade teachers into a fine motor and gross motor activity room. The writer asked one of the kindergarten teachers to chair a committee to develop a list of materials and equipment needed to supply the room with appropriate developmental activities. The teachers agreed to meet in February to share their ideas about equipping the activity room.

The following day, the writer met with the first-grade teachers to discuss intervention strategies to assist with the developmental growth of their students.

The teachers were concerned about their students who were demonstrating difficulty in reading. The writer and the first-grade SST chairperson agreed to meet with the Chapter I chairperson to plan and schedule time for Chapter I teachers to assist first graders with their reading skills.

The first-grade teachers who had attended the SIA workshop shared the strategies and center activities they developed with their peers. The group discussed the benefit of providing time for their students to participate in learning centers emphasizing intellectual, fine motor, and social/emotional development. All of the teachers agreed to implement learning centers in their classrooms. The teachers further expressed enthusiasm toward the development of the fine motor and gross motor skills activity room and were willing to assist kindergarten teachers with the planning and preparation needed to establish this room.

The writer spent the first week of February 1993 gathering data from the kindergarten and first-grade teachers relating to various aspects of the action plan to improve the developmental and intellectual growth of kindergarten and first-grade students. The number of SST student referrals for each grade was collected, as well as the number of these students who were screened, tested for special education services, and terminated from the SST process. Data on the first-grade students

who were referred to the Chapter I teachers for reading assistance were collected. Other data were collected that related to fine motor and gross motor skills development on the two groups of students. The writer checked the kindergarten and first-grade SST files to review the parent intervention strategies recommended by the teachers. These data were shared with the kindergarten and first-grade SSTs after the summary of the gathered information was completed.

Through the efforts of the school principal and the school system staff development coordinator, four teachers from kindergarten and first grade attended a workshop during the week of February 8, 1993 on using manipulative materials when teaching the mathematics curriculum. After attending the workshop, the teachers selected manipulative materials for the principal to order for their use when implementing new mathematics curriculum strategies. The principal requested that these teachers discuss the strategies with their peers at the next scheduled grade level meeting.

On February 11, 1993, the kindergarten SST met to discuss student referrals. They decided their paraprofessional aides would be trained to administer the SCREEN to students involved in the SST process. The teachers acquired parent permission letters from the writer to send home with the students. The teachers discussed the administration of the Georgia Kindergarten

Assessment Program (GKAP) and agreed they would all administer the instrument to the students during the months of February, March, and April. At the conclusion of the meeting, the teachers agreed to have their gross motor skills activities ready to share with the writer on February 25, 1993.

The kindergarten teachers, the physical education teachers, and the writer met on February 25 1993 to share the gross motor skills activities they developed. Because the activities were developed as a resource guide for teaching developmental activities to their students, the writer agreed to have the activities typed and compiled so that each teacher would receive a copy. The teachers discussed the list of materials and equipment selected for the activity room and identified their priority items to the writer. The writer selected two kindergarten teachers to meet with the principal and two first-grade teachers, on March 4, 1993, to discuss final details concerning the activity room.

The writer discussed kindergarten registration for the 1993-1994 school year with the teachers. The date of April 30, 1993 was selected by the school system as the first day for parents to register their children for kindergarten. The writer told the teachers that the school system approved speech and language screening for all preschoolers and suggested that the kindergarten teachers develop a parent questionnaire that could provide

additional information on these children prior to the beginning of the 1993-1994 school year. The teachers were enthusiastic about developing this questionnaire and agreed to meet in March to develop it and present it to the writer by April 14, 1993.

A committee of two kindergarten teachers, two first-grade teachers, the school principal, and the writer met on March 4, 1993 to decide on the materials and equipment to be purchased for the fine and gross motor skills activity room. After the materials and equipment were identified, the principal directed the kindergarten and first-grade committee members to discuss the items with their grade level teachers and prioritize the items based on student need. The committee presented the list to the writer on March 16, 1993, and the first phase of purchasing materials and equipment began (see Appendix O). The same committee was asked to develop guidelines for student use of the developmental activity room. The room became available for student use in April 1993.

The physical education teachers administered the third gross motor skills assessment to the kindergarten students during the weeks of March 15 and 22, 1993. The assessment covered jumping and tumbling skills. They shared the results with the kindergarten teachers so they could plan appropriate games and activities for those students needing further reinforcement with the identified gross motor skills (see Appendix L).

March 16, 1993 was an unscheduled staff development day due to snow, which resulted in the cancellation of school. The writer met with the first-grade and Chapter I teachers who were working with the first-grade students in reading. All of the teachers were pleased with the services first-grade students were receiving from the Chapter I teachers. The first-grade teachers requested mathematics assistance from the Chapter I teachers, and they agreed to work a time into their schedule to provide some first-grade students assistance with mathematics skills based on teacher recommendations.

During the last week of March 1993, materials and equipment for the fine and gross motor skills activity room were delivered. The writer and two kindergarten teachers planned to meet on April 8, 1993 to set up developmental learning centers in the activity room. The teachers and the writer met on the scheduled day and created the following motor centers: (a) track for two tricycles, (b) crawl through maze and multiangled balance beam, (c) "Toss 'N Learn" letter, color, and number target, (d) "Mini Gym I Nee" for throwing and catching, (e) giant pattern blocks, (f) super structure plastic tubing for skill building, (g) lock and stack bricks for building and patterning, and (h) hammering kit with golf tees for patterning.

In addition to these centers, tee-ball bat sets were purchased for students to practice striking, catching,

and throwing skills during outside play time. On the afternoon of April 13, 1993, kindergarten and first-grade teachers were provided a workshop on use of the activity room by the writer and two kindergarten teachers who developed the centers. The writer developed a schedule for use of the activity room. Kindergarten teachers were scheduled three times weekly, first-grade teachers were scheduled twice weekly, and the remaining time slots were made available for self-contained special education kindergarten and first-grade teachers.

The kindergarten teachers met with the writer to complete the parent questionnaire on April 20, 1993. The writer finalized the format, typing, and printing of the questionnaire and made it available for parents to complete at kindergarten registration on April 30, 1993 (see Appendix P). The teachers additionally finalized administering the GKAP to kindergarten students, and the grade level leader collected the individual student assessment forms and turned them into the school system testing coordinator for generating summative results.

The writer met with the kindergarten and first-grade SSTs on April 27, 1993 to discuss procedures for finalizing SIP information for the year. An end-of-year summary form was proposed to the teams by the writer and was completed by the classroom teachers at the end of the school year. The team members approved the writer's proposal and agreed that summarized data would assist them

when considering student promotion or retention. The writer agreed to have the summary form completed by the middle of May 1993.

On May 5, 1993, the speech teacher began screening children who registered to attend kindergarten for the 1993-1994 school year. The Fluharty Preschool Speech and Language Screening Test was administered to the children, and the speech teacher identified children with language and/or articulation problems. The results of this screening were to be shared with the kindergarten teachers after the beginning of the 1993-1994 school year when all new kindergarten students were screened.

The physical education teachers administered the fourth gross motor skills assessment to the kindergarten students during the weeks of May 10 and 17, 1993. The assessment covered games and movement activities. The results were shared with the kindergarten teachers, and end-of-year student information was summarized as the teachers prepared to present student data to the first-grade teachers at the end of the school year (see Appendix L).

The kindergarten and first-grade SSTs met with the writer on May 13, 1993 and were presented the end-of-year summary report form to complete on each student SST referral (see Appendix Q). Student retentions were discussed by each team, with 1 kindergarten student and 11 first-grade students recommended for retention.

Teachers of the students recommended for retention were directed to schedule parent conferences to discuss home activities for the students during the summer. The kindergarten and first-grade teachers were encouraged to schedule parent conferences for other students who would benefit from home activities before the beginning of the 1993-1994 school year. The writer requested that all SST files be finalized by June 7, 1993.

The developmental activity room was discussed by the teachers and the writer. All teachers agreed the room had provided their students valuable fine and gross motor experiences, and they recommended other materials and equipment be purchased for the room. The writer agreed to pursue purchasing the additional items requested by the teachers (see Appendix O).

On June 7, 1993, the writer met with the kindergarten teachers to gather student summative data on SST referrals, GKAP summary results, and student data on fine and gross motor skills performance (see Appendixes L and R). These data were used by the teachers to place promoted students in heterogeneous classrooms for the 1993-1994 school year. The teachers decided not to retain any kindergarten students because the Student Instructed Assistance (SIA) program was scheduled for implementation with the kindergarten and first-grade programs during the 1993-1994 school year. The writer informed the teachers that they were scheduled to attend staff development

workshops on June 10 and August 18, 1993 for training in implementing the SIA program.

Table 5 was developed to reflect these data. The summary results showed that 32 (23%) of 137 students were referred to the SST during the 1992-1993 school year. In relation to GKAP results, 124 (91%) of 137 students mastered all assessment areas by the end of the year. Other data showed that 82 (60%) of 137 students mastered all identified fine motor skills and 63 (46%) of 137 students mastered all identified gross motor skills.

Table 5

1992-1993 Summary Data of Kindergarten SST Referrals, GKAP Results, and Fine and Gross Motor Performance Results

Total enrollment	SST referrals	GKAP mastery	Fine motor skills mastery	Gross motor skills mastery
137	32	124	82	63

When the first-grade teachers met with the writer, student summary data on reading, writing, and mathematics skills and SST referrals were collected (see Appendix S). The teachers used these data to place promoted students in heterogeneous classrooms for the 1993-1994 school year. The teachers were told of plans to implement the SIA program for the upcoming school year and that they were to attend workshops on June 10 and August 25, 1993 for training in implementing the program.

Table 6 was developed to reflect these summary data.

By the end of the 1992-1993 school year, 15 (10%) of 150 students demonstrated below-level reading skills, 5 (3%) of 150 students demonstrated below level writing skills, and 3 (2%) of 150 students demonstrated below-level mathematics skills. In relation to SST referrals, 49 (33%) of 150 students had been referred during the school year. Other data from Appendix S showed that nine students were retained in first grade for the 1993-1994 school year.

Table 6

1992-1993 Summary Data of First-Grade Students Demonstrating Below Level Reading, Writing, and Mathematics Skills and Student SST Referrals

Total enrollment	SST referrals	Below level reading	Below level writing	Below level mathematics
150	49	15	5	3

During the week of June 21, 1993, the writer met with the school system coordinator for preschool education and acquired additional funding for the developmental activity room. The funds were used to purchase manipulative tables, a two-way balance beam, and a universal structure, foam block set. This coordinator was enthusiastic about the efforts of the kindergarten and first-grade teachers in developing the fine and gross motor skills developmental activity room.

On July 15, 1993, kindergarten registration was conducted at the school setting. The records secretary

enrolled students and provided parents with student enrollment information and parent questionnaire information. The speech teacher planned to screen newly enrolled kindergarten students at the beginning of the 1993-1994 school year.

Formative data was generated by the writer during the last 2 weeks of July from data collected on kindergarten and first-grade students during the 1992-1993 school year. These data from 139 kindergarten students showed that 80 (58%) students had not reached the 7th month of the calendar year of their birth date at the beginning of school, 15 (11%) students were identified as developmentally delayed, 74 (53%) students had not attended preschool, 32 (23%) students were referred to the SST, and 15 (11%) students did not master all areas of the GKAP (see Appendix R).

The writer compared the students who were identified as developmentally delayed with age and preschool experience. Student data showed that 7 (47%) of the 15 students were less than 5 years and 7 months of age, and these students had not attended preschool. Of these students, 14 (93%) of the 15 students had not attended preschool. Prior data collected on the kindergarten students who entered school at the beginning of the 1991-1992 school year showed that 21 (70%) of 30 students were less than 5 years and 7 months old and had not attended preschool, and 25 (83%) of 30 students identified

as developmentally delayed had not attended preschool (see Appendix D). These data indicated that age and preschool experience continued to be significant factors in the developmental and intellectual growth of kindergarten students.

There were 32 kindergarten SST referrals during the 1992-1993 school year, and student instructional plans were developed for these students. Data from Appendix R show that 20 (63%) of 32 students were dismissed from the SST and 1 of the 20 students was placed in a special education program. Other data collected on the students are reflected in Table 7. These data show that 24 (75%) of the 32 students referred to the SST had not attended preschool and that 14 (70%) of the 20 students who were dismissed from the SST process had not attended preschool. Furthermore, 9 (75%) of 12 students who remained in the SST process at the end of the school year had not attended preschool. These data indicated that the first-grade SST would need to revise the student instructional plans for the 12 kindergarten students who remained in the SST process during the 1993-1994 school year as the students began working on first-grade skills.

Table 7

Analysis of Kindergarten SST Referrals with Students Identified With Developmental Delays, Preschool Experience, and GKAP Results at the End of the 1992-1993 School Year

	SST referrals	Developmental delay	No preschool	GKAP nonmastery
Total referrals	32	11	24	11
Dismissed referrals	20	6	14	6
Remaining referrals	12	5	9	5

The writer studied kindergarten data that represented the end-of-the-year results for fine and gross motor skills development. These data, as shown in Appendix L, indicated that 95 (69%) of 137 students did not master all of the fine and gross motor skills that were identified by the kindergarten teachers as developmentally appropriate for their students. In looking at fine motor skills mastery, 55 (58%) of 95 students did not master all 8 identified skills, and 74 (78%) of 95 students did not master all 13 identified gross motor skills. Additionally, 35 (37%) of 95 students did not master a combination of both fine motor and gross motor skills.

The writer further studied these data as they related

to the specific skills not mastered by students in each individual kindergarten classroom. Table 8 shows these data as they related to fine motor skills.

Table 8

Comparison of Identified Fine Motor Skills Not Mastered by Students in Kindergarten Classrooms at the End of the 1992-1993 School Year

	Total students	Classroom 1	2	3	4	5	6	7
Enrollment	137	20	21	22	19	20	18	17
Skill:								
#1	9	6	1	1	0	0	0	1
#2	21	0	9	6	1	0	3	2
#3	24	2	10	5	1	0	4	2
#4	30	3	17	3	1	0	3	3
#5	34	4	13	12	0	2	1	2
#6	24	2	11	10	0	0	0	1
#7	31	4	12	11	0	1	1	2
#8	33	5	9	11	0	1	2	5

Table 6 shows that 9 (7%) of 137 students had not mastered Skill #1 and 6 (67%) of the 9 students were enrolled in Classroom 1. With Skill #2, 21 (15%) of 137 students did not master the skill, and 9 (43%) of the 21 students were from Classroom 2. Twenty-four (18%) of 137 students did not master Skill #3, and 10 (42%) of the 24 students were from Classroom 2. Data from Skill #4 showed

that 30 (22%) of 137 students did not master the skill and 17 (57%) of the 30 students were from Classroom 2. With Skill #5, 34 (25%) of 137 students did not master the skill; 13 (38%) of the 34 students were from Classroom 2, and 12 (35%) of the 34 students were from Classroom 3. In relation to Skill #6, 24 (18%) of 137 students did not master the skill; 11 (46%) of the 24 students were from Classroom 2, and 10 (42%) of the 24 students from Classroom 3. Thirty-one (23%) of 137 students did not master Skill #7; 12 (39%) of the 31 students were from Classroom 2, and 11 (35%) of the 31 students were from Classroom 3. Data from Skill #8 showed that 33 (24%) of 137 students did not master the skill; 9 (27%) of the 33 students were from Classroom 2 and 11 (33%) of the 33 students were from Classroom 3.

From these results, the writer concluded that (a) the teachers of Classrooms 1, 2, and 3 could benefit by strengthening fine motor skill activities within their classrooms, and (b) the first-grade teachers needed to plan fine motor skill activities for these students during the 1993-1994 school year.

Gross motor skills data are compared in Table 9. These data show that Skill #18, tumbling, created the greatest difficulty for kindergarten students to master when this gross motor skill was compared to the other identified skills, and 48 (35%) of 137 students did not master this skill. With Skill #8, 21 (95%) of 22 students

from Classroom 3 and 20 (100%) of 20 students from Classroom 5 did not master the skill. The writer discussed these results with the two teachers when the summary data was first collected from the kindergarten teachers at the end of the 1992-1993 school year. At that time, the teachers indicated that they had not taught tumbling skills and stated that they were uncomfortable teaching the skills without the use of tumbling mats. The other five teachers used either the carpeted area in the developmental activity room or the available tumbling mats in the school gymnasium. The writer concluded that tumbling skills should be discussed by the kindergarten and physical education teachers at the beginning of the 1993-1994 school year.

Other data from Table 9 show that 20 (15%) of 137 students did not master Skill #10 and 14 (70%) of the 20 students were from Classroom 3. Seventeen (12%) of 137 students did not master Skill #11, and 8 (47%) of the 17 students were from Classroom 3. Additional data showed that the teachers of Classrooms 1, 3, 5, and 6 needed to incorporate a stronger gross motor skills curriculum with their students.

The gross motor skills summary results indicated that the first-grade teachers needed to implement gross motor skill activities as part of their curriculum during the 1993-1994 school year. Data from Appendix L show that 74 (54%) of 137 students did not master all of the identified

gross motor skills at the end of the 1992-1993 school year.

Table 9

Comparison of Identified Gross Motor Skills Not Mastered by Students in Kindergarten Classrooms at the End of the 1992-1993 School Year

	Total students	Classroom 1	2	3	4	5	6	7
Enrollment	137	20	21	22	19	20	18	17
Skill:								
#9	9	0	0	6	0	0	3	0
#10	20	1	1	14	0	0	4	0
#11	17	0	1	8	0	2	4	2
#12	17	1	1	6	0	2	6	1
#13	16	2	0	5	1	2	6	0
#14	9	0	0	5	0	1	3	0
#15	4	1	0	0	0	0	2	1
#16	6	1	2	1	0	0	1	1
#17	8	0	0	2	1	0	5	0
#18	48	1	2	21	0	20	2	2
#19	4	1	2	0	0	0	0	1
#20	16	1	4	3	5	0	0	3
#21	19	7	0	7	1	4	0	0

Data collected on first-grade students during the 1992-1993 school year encompassed another aspect of the formative evaluation process conducted by the writer. These data included students who were identified with

developmental delays, student SST referrals, Chapter I referrals, and student progress in reading, writing, and mathematics. The data presented in Appendix S show that one student was placed in a self-contained special education program during the 1991-1992 school year and that 13 students moved by the end of the 1992-1993 school year. Prior data collected on these students were dropped from the study, and data on the remaining 150 students were studied by the writer.

Table 10 was developed to show first-grade students who did not master all skills from the Georgia Kindergarten Assessment Program (GKAP) at the end of the 1991-1992 school year, who did not attend preschool, and who were identified with developmental delays by the end of the 1992-1993 school year. Data from Appendix T were used to create this table.

Table 10

Analysis of First-Grade Student GKAP Results, Preschool Experience, and Students Identified With Developmental Delays by the End of the 1992-1993 School Year

	Developmental delay	No preschool	GKAP nonmastery
Total identified in kindergarten	21	38	27
Total identified in first grade	32	16/38	8/27
Total Identified	53	38	27

These data show that 53 (35%) of 150 first-grade students were identified with developmental delays by the end of the 1992-1993 school year and 32 (60%) of the 53 students were identified as developmentally delayed by their first-grade teachers. Of these 32 students, 16 (50%) students did not attend preschool, and 8 (25%) students did not master all areas of the GKAP at the end of the 1991-1992 school year. These data indicated that preschool experience was a significant factor to consider when determining the potential for students to continue to demonstrate developmental delays after completing kindergarten and first grade. The writer planned to discuss developmental growth with the second-grade teachers at the beginning of the 1993-1994 school year.

By the using the summary results from Appendix T, the writer looked at these data as they related to SST referrals, Chapter I student placements, and students who qualified for special education services. In relation to the 150 first-grade students, 47 students were SST referrals during the 1992-1993 school year. Of these referrals, 20 students were placed in the SST process during the 1992-1993 school year. By the end of the 1992-1993 school year, 18 students were dismissed from the SST process, 29 students remained active referrals, and the first-grade SST referrals decreased by 38%.

The writer looked at the data specific to the students who were referred to the SST and were screened or

qualified to receive support services during the school year. From the 47 SST referrals, 18 students were screened for learning or behavior problems. Special education testing was recommended for 9 of the 18 students, and 5 students qualified for these services. Additionally, 19 of 47 students received assistance in reading and/or mathematics from the Chapter I teachers. A total of 24 (51%) of 47 students involved in the SST process were receiving supplemental services by the end of the 1992-1993 school year.

Summary data on first-grade reading, writing, and mathematics skills were reviewed by the writer as part of the project's formative evaluation phase. The data in Appendix S show that 44 of 150 students demonstrated below-level reading skills at the end of the 1991-1992 school year. By the end of the 1992-1993 school year, 11 of these 44 students were still demonstrating below-level reading skills. Six additional students were identified by the first-grade teachers, and a total of 17 of 150 students were demonstrating below-level reading skills by the end of the 1992-1993 school year. These data further show that 30 of the 44 students who were identified with below-level reading skills in kindergarten had mastered first-grade reading skills by the end of the 1992-1993 school year. These overall results show that 38% of the first-grade students who had demonstrated below-level reading skills during the year were demonstrating

grade-appropriate skills by the end of the school year.

In relation to writing skills, 12 of 150 students demonstrated below-level writing skills at the end of the 1991-1992 school year, and 2 of these students continued to demonstrate below-level writing skills by the end of the 1992-1993 school year. A total of 5 of 150 first-grade students were demonstrating below-level writing skills by the end of the school year, and these results showed that 41% of the students had improved their writing skills during the year.

Data on below-level mathematics skills indicated that 3 of 150 students had not mastered first-grade skills by the end of the 1992-1993 school year and showed that mathematics skills were a minimal weakness with the group of first-grade students. The overall formative evaluation of first grade reading, writing, and mathematics skills indicated that the students made significant gains in achieving these skills by the end of the 1992-1993 school year.

Table 11 shows the support services that first-grade students who demonstrated below-level skills in reading, writing, and mathematics received from the SST and Chapter I and special education programs. Appendix S and Appendix T were used for these data.

These data indicate that 10 of 19 students who received reading assistance from the Chapter I teacher were reading on first-grade level by the end of the school

year. Additionally, 4 of 7 students placed in special education programs were identified with a learning disability in reading and demonstrated below-level reading skills. As first-grade students received assistance from these programs, the writer concluded that providing student support from the Chapter I and special education programs during the school year produced optimistic results with a majority of the students who demonstrated below-level reading skills.

Table 11

Support Services Received by First-Grade Students Who Demonstrated Below Level Skills in Reading, Writing, and Mathematics at the End of the 1992-1993 School Year

	Total served	Below level reading	Below level writing	Below level mathematics
SST	47	5	5	2
Chapter I	19	9	0	1
Special Education	7	4	0	0

After completing the formative evaluation, the writer determined that the terminal and process objectives, which were originally established to generate practical solution strategies to improve the developmental and intellectual growth of kindergarten and first-grade students, were appropriate. The results indicated that kindergarten and first-grade teachers needed to incorporate additional activities to address fine and gross motor skills

development with their students.

The writer met with the school system coordinator for the Student Instructed Assistance (SIA) program on August 3, 1993. At this time, arrangements were finalized to use the writer's school setting for the teachers of six elementary schools to meet for the August 17, 1993 SIA workshop. The SIA coordinator was very enthusiastic about the efforts of the kindergarten and first-grade teachers and the development of the fine and gross motor skills activity room. Time was planned for teachers to visit the room as part of the workshop agenda.

During the week of August 9, 1993, the kindergarten and first-grade, grade level leaders met to identify six kindergarten and four first-grade SIA classroom teachers who were to work with two additional certified teachers that were hired to coordinate and implement the SIA program at the school setting. Each SIA classroom teacher was scheduled one hour daily to work with one of these certified teachers. The grade level leaders identified SIA classroom teachers based on an established criteria of 50% of the students on their class rolls who were identified with developmental delays. Additionally, all classrooms were required to be a heterogeneous mixture of students.

The grade level leader of the first grade used GKAP results, SST referrals, retention, fine and gross motor skills data, and identified language skills as the primary

criteria for placing students in the four identified SIA classrooms. The kindergarten, grade level leader and the writer used three criteria from the parent questionnaire to place students into the six identified SIA classrooms. The criteria were: (a) The child did not attend preschool, (b) the child cannot sit and complete an activity, and (c) the child will cry when separated from parent(s).

Information from the preschool parent questionnaire was the only data available on the new kindergarten students, and the questionnaire proved to be a valuable source of information for placing students in SIA classrooms (see Appendix P). The speech teacher provided information on students with language delays after all kindergarten students were screened. These data served as additional information when placing kindergarten students in SIA classrooms.

During the week of August 16, 1993, the writer assigned a committee of two kindergarten and two first-grade teachers to establish centers in the developmental activity room. Additional materials and equipment were delivered to the school setting during the summer months. The committee was asked to inventory the items and select materials and equipment for centers, which were appropriate for students at the beginning of the school year. The following centers were established: (a) Tricycles and track, (b) two-way balance beam, (c) universal structure, foam blocks, (d) hammering set, (e)

ring toss, (f) minibasketball goal, (g) stringing beads at a manipulative table, (h) magnetic mazes, (i) dressing skills cube, (j) cooperative play labyrinth, (k) crazy feet walking maze, (l) beanbag learning center, and (m) math toss.

The activity room was demonstrated to 73 visiting SIA teachers on August 17, 1993 by the committee members and was well received by the group.

Kindergarten and first-grade teachers met with the writer on August 18, 1993 to schedule outdoor play time for their students. The teachers were given priority time blocks to best accommodate multiple classes of a grade level scheduled at the same time. At that time, the writer disseminated the gross motor skills resource manual to the kindergarten teachers, who were very enthusiastic about the product of their efforts. Additionally, the teachers were asked to meet with the physical education teachers to plan shared equipment use for outdoor play activities. Class time for using the activity room was scheduled, and teachers identified with SIA classrooms chose to use the room for one 60-minute and one 30-minute block of time weekly.

The writer met with the first-grade teachers to disseminate student summary information collected from the 1992-1993 school year (see Appendix L and Appendix R). The teachers discussed SST referrals and agreed to use summary information and teacher recommendations from the

previous school year to help the SIA teachers plan developmental activities for those students. The first-grade SST began the year with 20 student referrals. Of these referrals, 15 students remained in the SST process at the end of kindergarten, and five first-grade students were retained and continued to be active SST referrals at the beginning of the 1993-1994 school year.

Following this meeting, the writer met with second-grade teachers to disseminate summary data on their group of students specific to reading, writing, and mathematics performance (see Appendix S). The SST chairperson was provided other student data on screening results from the writer (see Appendix T). The writer asked the teachers to monitor their students for potential developmental delays and discuss those students at their September SST meeting. The second-grade teachers were also asked to begin monitoring their students fine and gross motor skills.

The writer and the kindergarten, grade level leader were contacted by the school system's staff development coordinator to host and present the fine and gross motor skills activity room to a group of elementary and physical education teachers on September 2, 1993. At the workshop, the writer discussed the identified problem at the school setting, possible causes, and the conception of the activity room as a potential solution for working with kindergarten and first-grade students with developmental

delays. The kindergarten grade level leader showed an audio-videotape of a first-grade class working with the centers in the activity room, presented materials, and provided the participants with hands-on demonstrations in the activity room. At the conclusion of the workshop, several teachers requested purchasing information, sample schedules and checklists, and copies of the gross motor skills resource manual. The writer invited the participants to speak to their principals about visiting the activity room.

On September 8, 1993, the writer met with the grade level SST chairpersons to discuss yearly procedures. As a result of developing student instructional plans in kindergarten and first grade during the 1992-1993 school year, the writer presented the committee with a revised form, which was to be used by classroom teachers to identify strategies, plan goals, measure outcomes, and solicit parent support prior to SST recommendations for continued student assistance (see Appendix U). The writer reviewed screening procedures and requested recommendations for changes in SST procedures. No recommended changes were presented, and the meeting was adjourned.

The kindergarten and physical education teachers met with the writer on September 16, 1993 to discuss plans to assess gross motor skills. The teachers agreed they would continue to teach skills in the sequence they had

established the previous school year (see Appendix H). Assessing student performance was addressed by the physical education teachers. They expressed concerns about providing pertinent student information to the teachers because they worked with the students 30 minutes, twice a week. As the kindergarten teachers practiced gross motor skills with their students on a daily basis, they agreed to assess their students gross motor skills and meet with the physical education teachers at the end of each grading period to suggest activities that would reinforce these skills. The physical education teachers were asked to teach and evaluate the students on tumbling skills, and they agreed to provide the teachers with feedback on student performance after the skills were taught.

The kindergarten, first-grade, and SIA teachers met the week of September 28, 1993 and decided to delay referring students to the SST until the end of the first grading period. This decision was based on the role of the SIA teachers as providing support and intervention for students who experienced learning problems. Because of low student enrollment, the school system reassigned one kindergarten teacher to another school on September 16, 1993. As a result, all six of the remaining kindergarten classrooms received support services from the SIA teachers. The first-grade SST agreed to meet with the SIA teachers to review student referrals for the teachers

to plan classroom strategies.

During the same week, the second-grade SST met to discuss 29 student referrals and reviewed students who were still identified with developmental delays. The writer showed the teachers how to develop student instructional plans and offered IQ and achievement screening for their students. The writer asked the teachers to identify fine and gross motor problems they observed in their students and scheduled a meeting on October 12, 1993 to discuss strategies to assist the students with those developmental delays.

The writer met with the second-grade teachers on October 12, 1993 to discuss identified students with developmental delays. From the discussion, the teachers agreed to work on developing learning centers in their classrooms for students who demonstrated writing problems and to begin teaching gross motor skills activities as part of their outdoor play time.

On October 20, 1993, the second assigned committee of kindergarten and first-grade teachers met to establish centers in the developmental activity room. The two SIA teachers were also asked to participate in developing the center activities and the following centers were established: (a) tricycles and Irish Mall, (b) two-way balance beam, (c) hammering set, (d) minibasketball goal, (e) shredded styrofoam and bird seed with measuring cups at the manipulative tables, (f) magnetic mazes,

(g) dressing skills cube, (h) math toss, (i) squeeze balls, (j) giant waffle structure set, (k) string maze, (l) hop scotch, and (m) "Toss 'n learn" target. The committee disseminated a list of the established centers to the kindergarten and first-grade teachers, and the writer scheduled January 12, 1994 for the next committee to change the centers in the developmental activity room.

During the week of November 15, 1993, the kindergarten, first-, and second-grade SSTs met to discuss student instructional plans (SIP) and screening and observation requests for the writer. New student referrals were addressed by each SST, and SIPs were developed for these students. The kindergarten teachers additionally reviewed curriculum skills that were to be covered during the second quarter of the school year.

On December 15, 1993, the writer collected student information from the kindergarten, first-, and second-grade teachers that addressed achievement, fine motor skills, and gross motor skills. These data were collected 2 weeks prior to the end of the first semester due to the resignation of a kindergarten teacher on December 17, 1993. The writer planned to summarize the information collected from each grade and to share the results, along with the combined formative evaluation results, with the teachers at the end of January 1994.

The writer and the principal met with the kindergarten teachers on January 14, 1994 to discuss

curriculum goals and the SIA program. The teachers identified the curriculum skills that were to be introduced during the third quarter of the school year, including gross motor skills. For the benefit of the new kindergarten teacher, the writer reviewed the work accomplished by the kindergarten teachers during the past 18 months. In relation to the SIA program, the principal asked the teachers to comment on their students progress since the beginning of the school year. The teachers observed that their students were progressing with their learning at a faster pace in comparison to prior classes. They felt that the SIA program and the two SIA teachers were positively impacting student learning and development.

The first-grade teachers met with the writer on January 19, 1994 to discuss the SIA program, Chapter I and special education services, and the utilization of the developmental activity room. At the beginning of the 1993-1994 school year, four of the seven first-grade classrooms had been identified as SIA classrooms, and these teachers were enthusiastic about the program as it benefited their students. These teachers observed that their students were mastering developmental skills at a faster rate than prior classes. The four teachers had scheduled one hour a week with the SIA teacher to plan activities in the developmental activity room and found that this time, along with the SIA learning centers they

had established in their classrooms, enhanced developmental growth and the first-grade curriculum goals. The other three first-grade teachers utilized the developmental activity room twice weekly to complement the learning centers they had established to emphasize developmentally appropriate skills.

In relation to first-grade students receiving Chapter I services, these teachers, along with the Chapter I teachers, continued to express enthusiasm about the program. At the end of the first semester of the 1993-1994 school year, 23 first-grade students were receiving reading assistance from the Chapter I teachers (see Appendix W). Both the first-grade teachers and the Chapter I teachers believed that early intervention with first-grade students who were experiencing problems in reading was a positive benefit for these students.

The developmental activity room was discussed by the writer, the SIA teacher, and the first-grade teachers. Three first-grade teachers expressed concerns that they were uncomfortable taking their students to the room because they did not feel that their students needed free-play activities. After discussing the goals of the room, the group agreed that first-grade students were to participate in structured activities based on their identified areas of fine or gross motor development, and the SIA teacher agreed to develop a chart for each teacher to ensure that students were assigned to appropriate

centers when working in the room. This discussion created consistency among the first-grade teachers and the purpose of the developmental activity room.

On January 25, 1994, the third committee of kindergarten and first-grade teachers met to create centers for the developmental activity room. The established centers included: (a) bean bag toss Screen (numbers 1 - 10), (b) play dough exploration at a manipulative table, (c) beads at a manipulative table (sequencing & sorting), (d) slide and cube (spatial relations-up, down, over, under, around, through), (e) hopscotch, (f) foam block building, (g) math toss (+, -), (h) jump ropes, (i) basketball (the game of horse), (j) bowling, (k) gross motor and fine motor mazes, (l) balance board and balance rockers, (m) balance beams, (n) felt pattern shapes, (m) balls (various sizes for tossing, catching, and striking), and (0) 24" balancing balls.

The two SIA teachers identified specific centers for kindergarten and first-grade students. Additionally, these teachers developed a skills checklist for teachers to use to monitor the developmental progress of their students. The efforts of this committee of teachers provided the kindergarten and first-grade teachers with a structured approach in utilizing the developmental activity room.

The writer met with the second-grade teachers on

the same day to discuss their students progress in relation to academic and developmental growth. First, the teachers recognized that Chapter I assistance with first-grade students had positively impacted those students as they entered second grade at the beginning of the 1993-1994 school year. Second, the writer provided the teachers with the opportunity to select activities from the gross motor skills resource manual developed by the kindergarten teachers to implement with their students. To demonstrate similarity, the writer compared the kindergarten, first, and second-grade curriculum objectives to the teachers. As a result, the teachers requested to use some of the equipment purchased for the developmental activity room to establish five skills centers for their students in a general-purpose room. The writer agreed to facilitate their request after they had finalized a plan for developing the centers.

The meeting concluded with the grade level leader agreeing to schedule a meeting with the first-grade teachers to discuss the SIA program. The principal indicated to the second-grade teachers that the school system planned to incorporate the program into second grade at the beginning of the 1994-1995 school year. The teachers felt that they would best benefit their program and their students by implementing appropriate classroom learning centers to address developmental and academic growth. The writer agreed to share summary data

with the teachers.

Limitations

Two factors partially limited successful implementation of the action plan. First, parent participation in the planned activities was unpredictable. Transportation, telephone contact, work schedules, and apathy were observed by the writer and teachers as reasons why parents were not actively involved with the school. The teachers received assistance from the administrators and the school counselor in requesting parents to attend conferences. Second, limited funds were available to purchase various materials and equipment to implement fine and gross motor activities. As a result, the teachers prioritized their materials and equipment requests, and purchases were made at various times during the implementation phase of the action plan. These limitations did not appear to jeopardize the overall success of the project.

Relationship to Organizational Goals

One established school goal was to provide practical experiences for learning that positively affected the total development of students. This project provided kindergarten and first-grade teachers with some new tools to help them identify and improve the developmental needs of their students. The school philosophy emphasized teachers taking students, at whatever level of development, and teaching them to learn. Building upon

individual developmental experiences benefited teachers, parents, and students.

A second school-based goal was to improve the methods of assessing student progress. As supplemental assessments were developed to evaluate fine and gross motor skills, the kindergarten and first-grade teachers began to implement instructional strategies that provided students multisensory learning experiences. Student assessment became practical and meaningful to the teachers and more fun for the students. This school developed a better vision of how to meet student needs through staff and administrative efforts.

Summary

The writer anticipated the components of the solution strategy would positively impact the total instructional programs in kindergarten and first grade. The Student Support Team process was improved and implemented within the school setting to support the teachers and their efforts to assist students with various learning problems. The project showed that, in this school setting, teaching young children was focused too strongly on cognitive skills development. With approximately 50% of the kindergarten students having no formal preschool experience, the school became more selective in meeting both developmental and intellectual student needs. The writer hoped that this project served as a valuable model for creating educational improvement.

Chapter 5

Results

Project Evaluation

The writer evaluated the action plan to improve the developmental and intellectual growth of students in kindergarten and first grade by studying data that were generated from the implementation of the identified process objectives. These data were specifically compared to the number of students who were referred to the Student Support Team (SST) in kindergarten, first, and second grades and who were also identified with developmental delays. During the formative stage of the project evaluation, evidence was collected to show that developmental problems identified in kindergarten continued to be evident with first- and second-grade students. Revised SST strategies to assist students with developmental delays were evaluated as the writer reviewed the number of students who were dismissed from the SST process during the project's formative and summative stages.

During the implementation phase of the action plan, the writer collected data on three groups of students. The first group consisted of students who entered kindergarten at the beginning of the 1991-1992 school year. As first-grade students, they were monitored

throughout the 1992-1993 school year, and during the first semester of the 1993-1994 school year they were monitored as second-grade students. The second group consisted of students who entered kindergarten at the beginning of the 1992-1993 school year. They were monitored throughout the year and as first graders during the first semester of the 1993-1994 school year. Students who entered kindergarten at the beginning of the 1993-1994 school year comprised the third group. In order to evaluate the effects of the implemented action plan, the writer collected data on students who were first identified in each class. Students who enrolled after these classes were identified were not included in the data generated for the process and terminal objectives. Additionally, data on students who withdrew were dropped at the beginning of the 1992-1993 and 1993-1994 school years.

As data were collected from the implementation of the process objectives of the action plan, the writer tracked student progress in relation to both formative and summative results as measured by the outcomes of the terminal objectives. These data were reported to appropriate project participants and observers. The writer anticipated that recommendations and findings resulting from the project could assist the kindergarten, first- and second-grade teachers, and the school administrators in continuing to improve curriculum

programs to meet the developmental and intellectual needs of the student population.

Results

The results of the implementation of the action plan to improve the developmental and intellectual growth of students in kindergarten and first grade were generated from formative data gathered by the writer throughout the 1992-1993 school year and the first semester of the 1993-1994 school year. The results generated from the process objectives served as the criteria for measuring the outcomes of the terminal objectives and the overall success of the project.

Process Objective 1

Specific goals, materials, activities, and teaching strategies will be developed by the kindergarten and first-grade teachers to address the developmental and intellectual needs of the target group of students at the beginning and throughout the school year.

The first component of the solution strategy addressed this objective. The kindergarten teachers initially looked at the general characteristics of the group of students at the beginning of each school year. Age, preschool experience, and speech screening results provided the teachers with general information about the students. Additional student information was generated from a parent questionnaire developed by the writer and the kindergarten teachers during the 1992-1993 school year

for students who enrolled at the beginning of the 1993-1994 school year (see Appendix P).

The writer looked at age, preschool experience, students identified with developmental delays, and students referred to the SST and compared these data on students who entered kindergarten at the beginning of the 1991-1992, 1992-1993, and 1993-1994 school years. Data from Appendixes D, R, and X were used to develop Table 12.

Table 12

Comparative Analysis of Data Collected on Kindergarten Students Who Enrolled at the Beginning of the 1991-1992, 1992-1993, and 1993-1994 School Years

	1991-1992	1992-1993	1993-1994
Enrollment	164	139	137
Age: 5.0 - 5.6	91(55%)	80(58%)	68(50%)
No preschool experience	79(48%)	74(53%)	47(34%)
Developmentally delayed	30(18%)	15(11%)	61(45%)
SST referrals	36(22%)	30(22%)	*20(15%)
SST referrals and			
Age: 5.0 - 5.6	25(69%)	14(47%)	*11(55%)
No preschool	26(72%)	18(60%)	*10(50%)
Developmentally delayed	30(83%0	9(30%)	*13(65%)

* - 1st semester only

Each of the kindergarten classes had a significant percentage of students enrolled who were between 5 years and months and 5 years and 6 months old and had not

attended preschool, and the number of students with identified developmental delays was greater with the 1993-1994 class when compared to the prior two classes. In relation to SST referrals and the three classes, student age was a significant factor along with the percentage of students who had not attended preschool and who were identified with developmental delays.

The kindergarten teachers, knowing that they were working with many students who were young, had not attended preschool, and lacked readiness skills, strengthened their curriculum by establishing and implementing goals during the 1992-1993 school year to develop manipulative materials, learning centers, and teaching strategies to provide student-centered multisensory learning experiences. The teachers felt that these goals were a positive step in balancing developmental and intellectual skills rather than placing the intellectual growth of the students as the primary curriculum focus, which had been practiced in previous years.

As a result of the kindergarten teachers efforts to strengthen developmental skills, several significant aspects of the curriculum were improved. First, various manipulative materials, such as sand/water tables, clay, and painting easels were provided for classroom use. These materials, which were once considered inappropriate by the former principal, allowed the teachers to establish

multisensory learning centers within their classrooms. Other manipulative materials were purchased by the teachers and five to seven centers were established in each classroom.

Another significant curriculum change resulted when the teachers scheduled a daily block of time for student-focused center time. This structured time allowed the teachers to assign students with developmental weaknesses to appropriate learning centers and created consistency among the kindergarten teachers in emphasizing developmental skills as part of the total kindergarten program.

During the 1992-1993 school year, the kindergarten teachers and the writer recommended to the principal that an activity room be established for students to experience a variety of activities that emphasized fine and gross motor skills development. As a result, a developmental activity room was created and materials and equipment were purchased for fine and gross motor activities (see Appendix O). The teachers, with the assistance of the writer, worked in teams to develop gross motor activities that aligned with the established physical education curriculum. The final product of their efforts was a comprehensive resource guide of gross motor skills. The writer had the resource guide typed, printed, and reproduced for each teacher.

With the establishment of the activity room and the

development of the gross motor resource guide, the school system's staff development coordinator and the K-8 curriculum coordinator requested that the teachers host several workshops at the school site. One workshop involved training elementary classroom and physical education teachers on developmentally appropriate gross motor skills. Another workshop was conducted for kindergarten and first-grade teachers from five elementary schools on developing manipulative centers emphasizing fine and gross motor skills development. The efforts of the kindergarten teachers resulted in system-wide recognition for their improvements of the kindergarten curriculum.

The Student Instructed Assistance (SIA) program was implemented in kindergarten classrooms at the beginning of the 1993-1994 school year. This program provided the kindergarten teachers additional funds for purchasing developmentally appropriate classroom manipulative materials and equipment and provided an additional teacher to work daily with kindergarten students on developmental skills. As a result of this program, the teachers stated to the principal and the writer that the students had achieved more at the end of the first semester of the school year than students had in prior school years.

The writer compared the Georgia Kindergarten Assessment Program (GKAP) summary data on students from the 1991-1992 and 1992-1993 school years as another

measure of the results of the first process objective. Data from Appendixes D and R were used to develop Table 13 and compared student GKAP results with preschool experience.

Table 13

Comparison of Kindergarten Students Who Did Not Master All Areas of the GKAP With No Preschool Experience From the 1991-1992 and 1992-1993 School Years

	Student enrollment	GKAP nomastery	No preschool experience
1991-1992	164	43 (26%)	34 (79%)
1992-1993	137	15 (11%)	11 (73%)

In both groups, the percentage of students who had not attended preschool were comparable. However, the findings indicated that the percentage of students who did not master all areas of the GKAP at the end of the 1992-1993 school year decreased by 58% from the previous year. These results were significant in measuring the outcomes of the first process objective and provided the writer and the kindergarten teachers with a positive direction in continuing to implement the established curriculum improvements during the 1993-1994 school year as a strategy to decrease the number of students who would have difficulty mastering all areas of the GKAP.

Resources and materials were limiting factors that initially affected the first-grade teachers in strengthening the curriculum to include developmentally

appropriate activities for their students. During the 1992-1993 school year, the teachers began developing learning centers; they established a 40-60 minute, daily, student-focused manipulative center time as part of the curriculum. Additional funds to purchase manipulative materials were made available to the teachers from the profits of a school fund raiser conducted in the fall of 1992.

As learning centers were established in the first-grade classrooms, the first-grade teachers worked closely with the kindergarten teachers in selecting materials and equipment for the developmental activity room. The goal for the room was to provide appropriate activities for both kindergarten and first-grade students. Their efforts during the 1992-1993 school year prepared them for implementing the SIA program with first-grade students at the beginning of the 1993-1994 school year.

The SIA program was implemented in four first-grade classrooms, and additional funds were provided for manipulative materials and student-focused learning centers. By the end of the first semester of the 1993-1994 school year, the teachers who had implemented the SIA program reported to the writer that their students had achieved more first-grade skills than in prior years. The other first-grade teachers were supportive of the indirect results that their students received from working with manipulative materials and center activities.

The writer looked at the 1992-1993 first-grade summary data on reading, writing, and mathematics skills to determine the measurable results of the first process objective (see Appendix S). As kindergarten and/or first-grade students, 61 (37%) of 164 students demonstrated below-level reading skills. Of the 61 students, 44 (72%) students were reading on grade level, and only 17 (10%) of 164 students were reading below grade level by the end of the 1992-1993 school year.

In relation to writing skills, 27 (16%) of 164 students demonstrated below-level skills in kindergarten and/or first grade. By the end of the 1992-1993 school year, 23 (85%) of the 27 students demonstrated appropriate writing skills, and 4 (2%) of 164 students had not mastered first-grade writing skills.

Eight (5%) of 164 students had demonstrated below-level mathematics skills during the 1992-1993 school year. At the end of the year, 5 (63%) of the 8 students had mastered the first-grade skills, and 3 (2%) of 164 students had not mastered first-grade mathematics skills.

The first-grade reading, writing, and mathematics results were significant and indicated that the curriculum changes that were implemented by the first-grade teachers positively impacted student performance. The writer and the first-grade teachers continued to implement the established curriculum improvements during the 1993-1994 year as a strategy to decrease the number of students

demonstrating below-level skills at the end of the year.

Process Objective 2

Supplemental assessments will be developed by the kindergarten and first-grade teachers to evaluate the developmental level of each group of students both at the beginning and throughout the school year.

The kindergarten and first-grade teachers were limited to the Georgia Kindergarten Assessment Program (GKAP) as the primary instrument for collecting data on student performance of readiness skills. The teachers expressed to the writer that the GKAP did not provide realistic information on student ability because the performance standards of the instrument provided data based on minimum-performance criteria. Because of the teachers concerns, the writer and the school psychologist worked with them to select supplemental assessment instruments that generated achievement and Intelligence Quotient (IQ) data on individual students.

The Screening Children for Related Early Educational Needs (SCREEN) instrument was selected for kindergarten students as it provided norm-referenced data on student achievement in language, reading, writing, and mathematics. The Kaufman Brief Intelligence Test (K-BIT) and the Kaufman Test of Educational Achievement (KTEA) were selected for first-grade students and provided norm-referenced data on individual student IQ and achievement scores for reading, mathematics, and spelling.

These instruments were administered to kindergarten and first-grade students who were referred to the SST during the 1992-1993 school year and to first- and second-grade students during the 1993-1994 school year.

During the second semester of the 1992-1993 school year, the kindergarten teachers administered the SCREEN to 22 (69%) of 32 students referred to the SST (see Appendix R); six (27%) of the 22 students were referred to the SST for behavior problems and were screened to determine if learning problems were a cause of their inappropriate behaviors. All six students scored within the normal range of achievement on the SCREEN, while 16 (73%) of the 22 students scored below the normal range of achievement in at least one of the four subtests on the SCREEN. By the end of the school year, one of these students was tested and placed in a special education program. The kindergarten teachers used these data to recommend additional support services for these students as first graders during the 1993-1994 school year.

The writer followed the status of the 16 kindergarten students who were screened during the 1992-1993 school year as first-grade students during the first semester of the 1993-1994 school year. Five students withdrew from the school, and no further data were available on their progress. Of the remaining students, 9 (82%) of the 11 students were receiving assistance from the Chapter I program, and 7 (64%) of the 11 students were screened with

the K-BIT and KTEA to provide the SST additional information on them and potential learning problems. From this group, two students were referred by the SST for special education testing, and qualified to receive these services. By the end of the first semester of the 1993-1994 school year, 9 (82%) of the 11 students were dismissed from the first-grade SST, with 2 students remaining active in the SST process. These data showed that the supplemental screening instruments provided valuable information to the first-grade SST in working with this group of students.

The writer looked at the effects the second process objective had on the class of first-grade students during the 1992-1993 school year and as second graders during the first semester of the 1993-1994 school year. At the beginning of the 1992-1993 school year 153 students remained enrolled in this first grade class. A total of 47 (31%) of 153 first-grade students were referred to the SST, and 27 (57%) of the 47 referrals originated from the kindergarten teachers the prior school year. From these student referrals, the first-grade SST recommended 18 (38%) of the 47 students for supplemental screening (see Appendix T). From this group of students, 9 (50%) of 18 students were referred for special education testing and 5 (56%) of the 9 students qualified to receive these services. Additionally, 19 (40%) of 47 students received assistance in reading and/or mathematics from the Chapter

I teachers. A total of 24 (51%) of 47 students who were referred to the SST received supplemental services during the 1992-1993 school year.

The writer continued to collect data on these students, as second graders, during the first semester of the 1993-1994 school year. These data indicated that six students were retained in first grade, 49 students withdrew from school at the beginning of the year, and 98 (60%) of 164 students who entered kindergarten at the beginning of the 1991-1992 school year remained as second-grade students.

In relation to SST referrals, 19 (19%) of 98 students remained in the SST process at the beginning of the 1993-1994 school year (see Appendix Y). Four (21%) of 19 students were referred for Chapter I support services, and the second grade SST referred 7 (37%) of the 19 students to the writer for supplemental screening information. After the K-BIT and the KTEA were administered, one student was referred for special education testing. This student did not qualify for these services, and another student who was screened in first grade was referred for the same testing and did not qualify for special education services.

By the end of the first semester, the second-grade SST had acquired supplemental assessment data on 14 (48%) of 29 students who had either been screened in first grade or in second grade, and 16 (55%) of the 29 students were

receiving services from the Chapter I program.

The kindergarten, first-, and second-grade Student Support Teams received valuable student information from the results of the supplemental screening instruments. The writer found that the K-BIT and the KTEA were useful in determining which students could potentially qualify for special education services. The instruments further assisted the teachers in recommending some students for Chapter I services and assisted the teachers in developing student instructional plans for student SST referrals based on verified areas of weakness. By implementing the SCREEN, K-BIT, and KTEA as supplemental assessment instruments, the teachers were able to acquire additional information on the developmental and intellectual growth of their students.

Process Objective 3

The kindergarten SST and the first-grade SST will develop an individual student instructional plan (SIP) to be used by the classroom teachers to implement activities for the teacher and the parent to assist with a student's developmental and intellectual growth at school and at home.

The results of this process objective were influenced by several factors throughout the implementation phase of the action plan. First, the selection and use of screening instruments to measure IQ and/or achievement scores provided the kindergarten and first-grade teachers

specific student information and were used to help the grade level SSTs develop instructional strategies for teachers to implement with students. Second, parent conferences were implemented as a part of the SST process in kindergarten and first grade. These conferences provided the opportunity for both teachers and parents to plan joint strategies in working with students.

A third factor affecting the success of the kindergarten and first grade SSTs involved assigning school-based support personnel to serve as SST advisors when student instructional plans were developed. These advisors were special education teachers who represented the behavior-disordered, learning-disabled, mildly intellectually disabled, and hearing-impaired programs, and they provided remedial and/or reinforcement strategies for kindergarten and first-grade students experiencing developmental, behavioral, or academic problems.

A final factor that influenced the results of the third process objective involved the implementation of revised SST procedures by the writer and the kindergarten and first-grade SSTs. During the 1992-1993 school year, the writer worked with these SSTs in creating student-centered strategies instead of the traditional teacher-centered interventions and strategies that were generally practiced in prior years. In addition to providing supplemental screening data, parent conferences, and school-based support personnel, the writer and the

school-wide SST committee developed an end-of-the-year summary form that was completed by each teacher who had referred students to the SST (see Appendix Q). The information generated from the kindergarten and first-grade teachers completing this form proved to be very beneficial to the first- and second-grade teachers at the beginning of the 1993-1994 school year.

Another major change in the SST process occurred at the beginning of the 1993-1994 school year. The writer and the school-wide SST committee created a monthly report form (see Appendix U). This form condensed four forms--student information, parent conference information, recommended intervention strategies, and required SST minutes--into one form. The change was well received by the grade level SSTs as it minimized the amount of paperwork that teachers had previously completed on individual student referrals.

Table 14 shows the number of kindergarten and first-grade students who were referred to the SST during the 1992-1993 school year and during the first semester of the 1993-1994 school year, the number of students screened, and the number of parents who participated with the teachers in creating strategies to improve student developmental, behavioral, and/or learning problems. Summary data from Appendixes R, T, W, and X were used to generate the information included in this table.

Table 14

Data Generated on Kindergarten and First-Grade SST Referrals for the 1992-1993 School Year and the First Semester of the 1993-1994 School Year

Class	SST referrals	Student instructional plans	Parent conferences	Students screened
K-(92-93)	32	32	32	22
1-(92-93)	47	47	47	18
K-(93-94)	8	8	8	0
1-(93-94)	22	22	22	6

Table 14 shows that student instructional plans (SIP) and parent conferences were conducted on all of the students involved in the SST process. The writer did not require that all students who were referred to the SST be screened and left the decision of recommending students for screening to each SST committee. In relation to parent conferences, the teachers reported to the writer that parent contact was made several ways. Some parents met with the teachers at school, and other parents were contacted by telephone conferences or by notes sent home. Both the kindergarten and first-grade teachers stated that the majority of these parents were willing to conduct activities with their children at home, and the teachers were willing to either show parents activities at school or send them home if transportation to school was a problem for the parents.

When the writer first investigated the problem at the project setting, lack of parent support was identified by the teachers as a possible reason for some students continuing to experience developmental delays after their first year in school. As a result of implementing SIPs and contacting the parents of students referred to the SST, the kindergarten and first-grade teachers shared with the writer that they were encouraged by their efforts and expressed their willingness to work on developing supplemental activities for parents to work with their children at home during the second semester of the 1993-1994 school year.

As a result of implementing this process objective with the kindergarten and first-grade SST committees, the school-wide SST committee voted to adopt several of the revised SST procedures for use with all grade level SST committees at the beginning of the 1993-1994 school year. The procedures included using the monthly student report form to gather student information, to record parent/teacher contact, to develop a student instructional plan, and to record the minutes of the meeting. The yearly summary report form and the supplemental screening instruments were also approved for use with the grade level SST committees. School-wide consistency in implementing SST procedures became a positive outcome of this process objective.

Process Objective 4

The kindergarten and first-grade teachers will receive training on revised SST procedures and other teacher identified areas of need to improve grade-appropriate teaching strategies to assist with student learning problems.

The kindergarten, first-, and second-grade teachers originally identified several areas of need that led the writer to plan additional training throughout the implementation of the action plan (see Appendix B). The selected areas of training included: (a) attention deficit disorder (ADD/ADHD), (b) teaching with manipulative materials, (c) student instructed assistance (SIA), (d) Interpreting test data, and (e) decreasing paperwork with SST.

A teacher in-service workshop on working with students with attention problems was selected by the SST chairpersons in September 1992. The committee recommended the session provide the staff training on attention deficit disorders/hyperactivity disorders (ADD/ADHD). The writer acquired the trainer and coordinated the training date, time, classroom visitations, and parent screenings. After the components of the training session were completed, resource and support materials were purchased for each grade level, and a student strategy checklist was developed by the writer and the trainer. The checklist became an important resource for the grade level SSTs to

provide teachers a guide to identify early signs of student attention problems and to record successful interventions during the school year (see Appendix I).

In January 1993, two first-grade teachers were asked to attend a workshop on student instructed assistance (SIA). The teachers visited a school that had implemented the program with their first-grade students. The direct results of the teachers participating in this workshop were enthusiasm, motivation, and multiple manipulative center ideas that they shared with their co-workers. The writer purchased seven different sizes of plastic baskets per each first-grade teacher's request, and new center activities were developed by the teachers that included fine motor and cognitive skills.

The school system committed to implement the SIA program at the beginning of the 1993-1994 school year, and the kindergarten and first-grade teachers received training to implement the program in June, August, and September of 1993. Because the kindergarten and first-grade teachers developed classroom manipulative centers and established a developmental activity room during the 1992-1993 school year, their efforts were recognized by the school system's superintendent and system-wide SIA coordinator. The teachers hosted the county-wide SIA workshop in August 1993, and they demonstrated manipulative centers and the developmental activity room to teachers from four other visiting schools.

The kindergarten and first-grade teachers were trained on interpreting the results generated from the screening instruments that were implemented in each grade. The information collected from the supplemental assessment instruments provided the teachers valuable data to share with parents and assisted them in developing student instructional plans with students who were referred to the SST (see Appendices G and M). As a result of the kindergarten and first-grade SSTs receiving training on these instruments, the school-wide SST committee received training on interpreting data generated from the screening instruments and, in turn, trained each grade level SST committee.

Another major change in the SST process occurred at the beginning of the 1993-1994 school year. The writer and the school-wide SST committee created a monthly report form (see Appendix U). This form condensed four forms--student information, parent conference information, recommended intervention strategies, and required SST minutes--into one form. The change was well received by the grade level SSTs as it minimized the amount of paperwork that teachers had previously completed on individual student referrals. The kindergarten and first-grade SSTs implemented the components of the form to develop student instructional plans during the 1992-1993 school year. Their efforts resulted in school-wide changes in SST procedures.

Process Objective 5

The kindergarten, first grade, and physical education teachers will develop and implement a plan to teach and remediate developmentally appropriate gross motor activities to each group of students based on a regular assessment of student abilities throughout the school year.

The kindergarten and physical education teachers established procedures for monitoring and assessing student gross motor skills during the 1992-1993 school year. The teachers significantly influenced their students developmental growth as they worked to improve curriculum goals; assessment procedures; and materials, equipment, and resources that addressed gross motor skills. Their efforts resulted in identifying gross motor skills that were taught each quarter of the school year and in using the objectives of the kindergarten physical education curriculum guide to develop a gross motor skills resource manual that provided the teachers appropriate activities to teach gross motor skills (see Appendices H and N). The teachers combined their curriculum efforts with assessment by developing a motor skills checklist that was used to monitor and assess student performance during the school year.

At the end of the 1992-1993 school year, the writer summarized data on kindergarten students gross motor skills (see Appendix L). The formative results showed that 136 (99%) of 137 students did not master all of the 16 identified gross motor skills when the preassessment was

administered at the beginning of the school year. By the end of the year, 62 (45%) of 137 students mastered all identified gross motor skills. Although the results showed a significant gain in the number of students who were able to demonstrate the identified gross motor skills, the writer found that two teachers did not teach tumbling skills. This factor affected the overall summary data and led the writer and the teachers to address tumbling skills with the physical education teachers at the beginning of the 1993-1994 school year.

Other strategies to teach gross motor skills occurred during the months of September and October 1992. The physical education teachers worked with the kindergarten and first-grade teachers to demonstrate simple games and activities that provided their students various outdoor gross motor exercises (see Appendix I). This joint effort provided the classroom teachers with additional equipment from the physical education teachers that they could check out to use with their students on a regular basis. The indirect results of the shared equipment procedures provided the kindergarten and first-grade teachers with the opportunity to repeat various gross motor skill activities as they observed their students development. The first-grade teachers utilized these activities throughout the school year and supported selecting random activities to teach their students gross motor skills.

The writer observed that the teachers did not focus on

the physical aspects of their students' developmental growth until two curriculum changes influenced their programs. The first change that influenced these teachers occurred during the second semester of the 1992-1993 school year when they began incorporating manipulative centers into their classrooms and when they worked with the kindergarten teachers to select materials and equipment for establishing the developmental activity room. These changes provided the first-grade teachers with the opportunity to change their philosophy of teaching first graders to one that included both developmental and cognitive skills. Prior to this time, their curriculum goals focused on intellectual development, and, they had considered developmental growth as the primary responsibility of the kindergarten teachers.

The second curriculum change, implementing the Student Instructed Assistance (SIA) program at the beginning of the 1993-1994 school year, provided the first-grade teachers with training and materials for implementing developmentally appropriate skills as part of their instructional program. With the assistance of a teacher who was hired to provide additional classroom support as part of the SIA program, the first-grade teachers began monitoring and assessing student gross motor skills during the first semester of the 1993-1994 school year. Because the kindergarten and first-grade physical education curriculum goals and objectives were comparable, the

teachers were provided with a copy of a gross motor skills resource guide that was developed by the kindergarten teachers the prior school year. They also were asked to monitor and assess the same gross motor skills identified by the kindergarten teachers. The results of the first-grade gross motor skills assessment were combined with the formative data generated from the students as they completed the first semester of the 1993-1994 school year (see Appendix V).

Because 34 students from this class withdrew, the summative results showed that 71 (69%) of 103 students mastered all 16 gross motor skills. Additionally, student data on tumbling skills were insignificant compared to prior formative data. The physical education teachers agreed to teach and assess these skills with both kindergarten and first-grade students during the 1993-1994 school year, and the decision positively affected student performance.

The number of students who mastered gross motor skills from the beginning to the end of the action plan increased by 69%, with no kindergarten students demonstrating mastery of all gross motor skills at the beginning of the 1992-1993 school year and 71 (69%) of 103 first-grade students demonstrating mastery of all gross motor skills in December 1993. The writer compared these figures with preschool data. The teachers originally identified 74 (53%) of 139 kindergarten students who enrolled with no preschool

experience (see Table 12). The gross motor skills summative results reflected the importance of kindergarten and first-grade teachers incorporating developmental activities into their daily instructional plans. The results also showed that the kindergarten teachers had not used gross motor skills to identify students with developmental delays; they originally identified 15 (15%) of 139 students with developmental delays at the beginning of the 1992-1993 school year. With the implementation of the SIA program in kindergarten and first-grade during the 1993-1994 school year, the writer projected that 88 (85%) of 103 students would master all 16 gross motor skills by the end of first grade.

Process Objective 6

The Chapter I and first-grade teachers will develop and implement a program to serve first-grade students with identified deficiencies in their cognitive skills development.

Prior to the beginning of the 1992-1993 school year, first-grade students were not provided support services from the Chapter I program. With the approval of the system-wide Chapter I coordinator, the Chapter I teachers began providing support services to first-grade students during the 1992-1993 school year. They began by providing supplemental reading services to four first-grade students who were retained. As a result, the students were reading on grade level at the end of the first semester.

By the end of the 1992-1993 school year, 19 students received support services from the Chapter I teachers (see Appendix T). In following the status of these students as second graders, the writer found that 10 (53%) of the 19 students continued to receive Chapter I support services. Of the other 9 students, 7 students withdrew from school, 1 student was retained and placed in a self-contained special education program, and 1 student was dismissed from the Chapter I program (see Appendix Y).

The summary data on first-grade students at the end of the first semester of the 1993-1994 school year showed that 13 students received assistance from the Chapter I teachers. Both the first-grade and the Chapter I teachers stated to the writer that the students greatly benefited from receiving the additional support services. The Chapter I teachers observed that the first-grade students were closer to performing on grade level by the end of the year when they received the additional support. In January 1994, the principal was notified by the school system's Chapter I coordinator that one Chapter I position was scheduled to be cut for the upcoming school year. Because of the progress first-grade students experienced by receiving Chapter I assistance, the writer anticipated that first-grade students would continue to receive these services.

Process Objective 7

The kindergarten and first-grade teachers will develop

and implement an assessment procedure to measure and remediate the fine motor skills development of the students during the school year.

The kindergarten teachers identified eight fine motor skills that they monitored and assessed during the 1992-1993 school year. The teachers selected the skills because they were identified as part of the kindergarten report card and were graded each quarter of the school year. Manipulative centers, which emphasized fine motor skills, were also established in each kindergarten classroom. The centers included: (a) beads, Leggo's, blocks, beans, seeds, etc. for gripping, grasping, or building, (b) coloring inside lined spaces, (c) cutting with scissors, (d) cut and glue, (e) creating patterns, (f) tracing, (g) painting, and (h) sand and/or water table.

When the writer compared the fine motor skills preassessment results with the postassessment results, these data showed that 137 kindergarten students had not demonstrated mastery on all 8 identified skills at the beginning of the year. By the end of the year, 82 (60%) of 137 students had mastered all 8 identified fine motor skills (see Appendix L). The formative data further showed that three kindergarten teachers needed to strengthen fine motor skill activities in their classrooms (see Table 8).

The writer utilized the results from the formative assessment to implement curriculum improvements with these teachers at the beginning of the 1993-1994 school

year. One change affected how the kindergarten teachers established their classroom manipulative centers. The teachers agreed to maintain the same centers, such as a cutting center, and change the activities throughout the year. Another change occurred as a result of the student instructed assistance (SIA) program being implemented in kindergarten. The SIA teacher worked with each kindergarten teacher to coordinate fine motor skills activities specific to student needs. Both curriculum changes were anticipated to provide center activities that met individual student needs throughout the year.

The writer looked at the kindergarten students from the 1992-1993 school year as they completed the first semester of the 1993-1994 school year. School enrollment information showed that 34 (25%) of 137 students withdrew from school. After the first-grade teachers evaluated their students fine motor skills development, the results showed that 84 (82%) of 103 students had mastered all 8 fine motor skills, and 7 (9%) of 81 students who had mastered all 8 fine motor skills in kindergarten did not continue to demonstrate mastery of the skills by the end of the first semester of the 1993-1994 school year (see Appendix V).

These first-grade data showed that 19 (18%) of 103 did not master all eight fine motor skills. Specifically, 7 (7%) students did not master coloring within lines, 8 (8%) students did not master scissors control, 11 (11%) did not

master controlling glue, 3 (3%) did not master writing letters, 6 (6%) did not master writing numbers, and 8 (8%) did not master copying from the board to paper. These data were not significant; however, they did reflect several skills--cutting, pasting, and board-to-paper problems--that the first-grade teachers originally identified as frequent skills not mastered by their students.

The writer met with the first-grade teachers at the end of the first semester, and they stated that since the SIA program was implemented at the beginning of the school year, their students had mastered more first-grade skills than previous classes. The 1992-1993 fine motor skills summary results provided the teachers valuable information for creating appropriate classroom centers and activities for the developmental activity room to strengthen their students' fine motor skills.

Process Objective 8

The kindergarten and first-grade teachers will develop and implement a plan to provide complete student data to the upcoming group of teachers at the end of a school year.

The first-grade teachers originally expressed a concern to the writer that the Georgia Kindergarten Assessment Program (GKAP) results did not provide them realistic data for working with their students at the beginning of a school year. As a result of their concerns, the writer worked with the kindergarten and first-grade

teachers to develop and implement several components of the action plan to collect supplemental data that addressed their students developmental and intellectual skills. These data were shared with the upcomig group of teachers.

During the 1992-1993 school year, the kindergarten teachers developed and implemented several procedures to generate student information to measure their students developmental and intellectual growth. The procedures included: (a) creating a developmental fine motor skills assessment checklist, (b) creating a developmental gross motor skills assessment checklist, (c) administering the GKAP, (d) administering the SCREEN to students involved in the SST process, (e) identifying students with developmental delays and students with no preschool experience, and (F) identifying students for the SIA program.

The kindergarten teachers provided these data to the first-grade teachers at the end of the 1992-1993 school year. The writer also copied each kindergarten student's yearly report card and provided this information to the first-grade teachers at the beginning of the 1993-1994 school year.

The first-grade teachers used these data to establish manipulative centers for their classrooms and for the developmental activity room. They were also able to qualify students for the first-grade SIA program and recommend students for Chapter I support services.

Additionally, student SST files and summary data from the SCREEN provide' the first grade SST information that they used to recommend students for further supplemental screening and special education testing. Overall, the first-grade teachers were able to strengthen both the developmental and intellectual aspects of their curriculum by acquiring these data from the kindergarten teachers.

During the first semester of the 1993-1994 school year, the first-grade teachers formally collected data on their students fine and gross motor skills. Because of the student information they acquired from the kindergarten teachers, the first-grade teachers implemented a plan to generate developmental information to share with the second-grade teachers at the end of the school year. With the SIA program scheduled for implementation in second grade during the 1994-1995 school year, the first- and second-grade teachers met at the end of the first semester to share information on manipulative centers and developmental activities.

The first-grade teachers were able to provide the second-grade teachers supplemental student information at the end of the 1992-1993 school year. The information included: (a) SST screening data from administering the K-BIT and KTEA, (b) Chapter I student placements, and (c) summary data on student reading, writing, and mathematics skills.

In addition to these data, the writer provided the

second-grade teachers with copies of each student's first-grade report card. The second grade-teachers used these data to place students with teachers who were designated as Remedial Education Program (REP) classrooms. Other students were recommended for Chapter I support services, and student SST files were reviewed by the second-grade STT for special education testing. With the first-grade teachers formally evaluating student fine and gross motor skills throughout the 1993-1994 school year, the writer anticipated that the second-grade teachers would be provided data on both student developmental and intellectual growth to assist them with future curriculum goals.

Process Objective 9

The second-grade teachers will assess their students during the first semester of the 1993-1994 year to determine their level of developmental and intellectual growth.

The writer verified student enrollment and found that 98 (60%) of 164 students who entered kindergarten at the beginning of the 1991-1992 school year remained enrolled as second-grade students at the beginning of the 1993-1994 school year. The teachers assessed their students fine and gross motor skills based on the criteria established by the kindergarten and first-grade teachers. They also assessed their students on second-grade reading, writing, and mathematics skills. Both assessments occurred at the

end of the first semester.

The results of the fine motor skills assessment showed that 84 (86%) of 98 students had mastered all 8 identified fine motor skills. Of the students who had not mastered all of the skills, 3 students had difficulty manipulating/grasping (pencils), 2 students could not color within lines, 6 students could not control scissors, 1 student could not control glue, 2 students could not write their name (on lined paper), and 1 student could not copy from the board to paper. These results were insignificant and showed that 14 (14%) of 98 students were experiencing few problems with their fine motor skills development (see Appendix AA).

The results of the gross motor skills assessment showed that 78 (80%) of 98 students mastered all 13 identified skills at the end of the first semester. In looking at the specific skills, the writer found that 3 students did not master space/body awareness, 1 student did not master catching and throwing, 3 students did not master balance, 10 students did not master hopping, 1 student did not master rhythm, 5 students did not master jumping, 3 students did not master skipping, and 8 students did not master cooperative play. These results indicated that some developmental delays continued to exist with second-grade students and their ability to perform gross motor skills (see Appendix AA).

Although skipping and balance were skills originally

identified by the second-grade teachers as developmental weaknesses frequently demonstrated by their students, the gross motor skills assessment indicated that the teachers needed to plan structured gross motor skills activities for their students. The writer discussed these results with the teachers in January 1994, and as a result of their meeting the teachers agreed on two curriculum improvements. First, they requested to use some of the materials and equipment from the developmental activity room for planning structured activities during the second semester. Second, they selected activities from the gross motor resource manual originally developed by the kindergarten teachers to use with their students. Both requests were positive steps for the teachers to improve their students gross motor skills.

The summary data of second-grade reading, writing, and mathematics skills were reviewed by the writer (see Appendix Z). These results showed that 23 (23%) of 98 students demonstrated below-level reading skills at the end of the first semester of the 1993-1994 school year. In comparison to prior performance, 5 (22%) of the 23 students had demonstrated below-level reading skills in first grade, and 12 (52%) of the 23 students demonstrated below-level reading skills in kindergarten. Eighteen (78%) of the 23 student received assistance from the Chapter I teachers (see Appendix Y).

One possible explanation for the increased number of

second-grade students who demonstrated below-level reading skills was due to the school system's curriculum guidelines that identified grade-appropriate reading levels. The first-grade guidelines identified Level E of the adopted reading program as the mastery level for students before entering second grade. Level F was identified as a first-grade reading level and was also identified as a second grade reading level. On the other hand, the second-grade reading curriculum identified Level F as a first-grade reading level and second-grade teachers identified students who were working on Level F skills as below-level readers. This curriculum problem has continued to frustrate both first- and second-grade teachers at the school setting.

Summary data on writing skills showed that 15 (15%) of 98 students demonstrated below-level skills and reflected poor letter/word formation and/or sentence composition. In relation to mathematics skills, 9 (9%) of 98 students demonstrated below-level skills, and 5 of the 9 students received assistance from the Chapter I program. The overall summary results indicated that the majority of students who demonstrated below-level skills in reading and mathematics were receiving Chapter I support services.

Process Objective 10

The second-grade teachers will develop and implement student instructional plans to address the developmental and intellectual needs of students referred to the SST.

At the beginning of the 1993-1994 school year, the second-grade Student Support Team (SST) received training on revised SST procedures to implement individual student instructional plans. The writer trained the teachers on using the first-grade student summary information to develop a monthly plan that met the students developmental and intellectual needs (see Appendices Q and U). The teachers were also trained to interpret screening results generated from the K-BIT and KTEA in order for them to refer students for Chapter I services or for special education testing (see Appendix G).

Eighteen (19%) of 98 second-grade students were active SST referrals at the beginning of the 1993-1994 school year (see Appendix Y). The teachers developed or revised individual student instructional plans for each student. During the first semester, the teachers acquired screening data on 16 (89%) of 18 students. Two of the 16 students were referred for special education testing, and they did not qualify for these services. Screening data further assisted the teachers in acquiring Chapter I support services for 5 (28%) of the 18 student SST referrals.

By the end of the first semester of the 1993-1994 school year, the second-grade SST recommended that 13 (72%) of 18 student referrals be dismissed from the SST process. The results indicated that the student instructional plans developed by the second-grade teachers were successful in

providing appropriate strategies, interventions, and support service for the students. As the teachers worked to strengthen developmental and intellectual curriculum goals during the second semester, the writer anticipated that other students would be dismissed from the SST process at the end of the year.

Terminal Objective 1

As a result of the implementation to improve intellectual and developmental skills, 50% of the kindergarten students who are referred to the SST during the 1992-1993 school year with identified developmental delays will be dismissed from the SST after student instructional plans have been successfully implemented and results from the readministration of the established readiness inventory have verified that the students have improved their level of developmental readiness by demonstrating the goals and objectives of the kindergarten program at the end of the 1992-1993 school year.

There were 32 kindergarten SST referrals during the 1992-1993 school year (see Appendix R). By the end of the school year, 20 (63%) of 32 students were dismissed from the SST process and 12 (37%) of 32 students remained active SST referrals. Table 15 analyzes data specific to age, preschool experience, students identified with developmental delays, and Georgia Kindergarten Assessment Program (GKAP) results that were collected on these students.

Table 15

Analysis of Data Collected on Student Age, Preschool Experience, Developmental Delays, and GKAP Results of 32 Kindergarten SST Referrals at the End of the 1992-1993 School Year

	Total students	Dismissed SST referrals	Active SST referrals
SST referrals	32	20	12
Age: 5.0-5.6	17	10	7
5.7-6.0	15	10	5
No preschool	24	14	9
Developmental delay	11	6	5
GKAP nonmastery	11	6	5

These data showed that age did not appear to be a significant factor with either the students who were dismissed from the SST or with the students who remained active referrals at the end of the school year. Nine (75%) of 12 students who remained active SST referrals had not attended preschool, and 14 (70%) of the 20 students who were dismissed from the SST had not attended preschool. The number of students who were identified with developmental delays and who did not master all areas of the GKAP were the same. Of the students who were dismissed from the SST, 6 (30%) of 20 students were identified with both characteristics, and 5 (42%) of 12 students who remained active SST referrals were identified with both characteristics. These summary data showed that the

student instructional plans that were developed for 20 (63%) of 32 kindergarten SST referrals were successful in assisting these students with their developmental and intellectual growth.

Other supplemental testing data from Appendix R showed that 1 of 32 students was tested and placed in a special education program for orthopedically impaired (OI) assistance, and 22 of 32 students were screened with the Screening Children for Related Early Educational Needs (SCREEN) instrument. Twelve of the 22 students remained active SST referrals at the end of the 1992-1993 school year.

Data from Appendix L showed that the 20 students who were dismissed from the SST at the end of the 1992-1993 school year had improved in their fine and gross motor skills development. Eight of 20 students had mastered all 8 identified fine motor skills, and 4 of 20 students had mastered all 13 of the identified gross motor skills. Although these students did not master all of the skills, the assessment results showed that each student showed improvement by the end of the school year.

In relation to GKAP skills, 14 (70%) of 20 students mastered all areas of the GKAP by the end of April 1993. The GKAP results of the remaining six students showed that one student did not master Section I, Communicative Capability, and Section II, Logical-Mathematical Capability, and one student did not master all areas of

Section II. Another student did not master two areas of Section III, Physical Capability. This student's demonstrated weakness included fine motor coordination and performing basic locomotor skills. Other data from Appendix L verified that this student had not mastered these skills. Data from Section IV, Personal Capability, showed that two students did not master this area and one student did not master Section V, Social Capability. These students demonstrated weakness included positive self-concept and initiating independent activities, and they improved their performance in these skill areas during the last month of school. Because of their demonstrated improvement, the students were dismissed from the SST, and 12 (9%) of 139 students remained active in the SST process at the end of the 1992-1993 school year.

The writer reviewed the components of the original problem statement and found that student SST referrals decreased from 22%, the 1991-1992 statistics, to 9% by the end of the 1992-1993 school year. The percentage of students who were dismissed from the SST process increased by 59% in one school year. From these results, the writer summarized that the implemented process objectives produced significant outcomes, and the goals established by the first terminal objective were mastered at the end of the 1992-1993 school year.

Terminal Objective 2

As a result of the implementation to improve

intellectual and developmental skills, 100% of the kindergarten students who remained in the SST at the end of the 1991-1992 and 1992-1993 school years will be targeted by the first-grade teachers during the 1992-1993 and 1993-1994 school years for assistance from the Chapter I and special education programs by using IQ, academic, and developmental screening instruments to determine eligibility for services.

There were 36 (22%) of 164 kindergarten students referred to the Student Support Team (SST) during the 1991-1992 school year (see Appendix D). Of these SST referrals, 4 (11%) of 36 students were retained, and 32 (89%) of 36 students were promoted to first grade at the end of the year. This class, as first-grade students, began the 1992-1993 school year with 153 students. Of the seven students who withdrew from school, six students were kindergarten SST referrals.

The first-grade SST began the 1992-1993 school year with 26 SST referrals (see Appendix T). The SST recommended 9 (35%) of 26 students for Chapter I support services, and 11 (42%) of 26 students were screened with the K-BIT and KTEA. Of those screened, 8 (73%) of 11 students were referred for special education testing, and 5 (63%) of the 8 students qualified for these services. One (4%) of 26 students qualified for physical therapy, and 4 (15%) of 26 students qualified for speech services. The first-grade SST continued counseling support services

with two other student referrals from this group.

By the end of the 1992-1993 school year, the first-grade SST dismissed 15 (58%) of 26 students who were originally referred to the SST during the 1991-1992 school year. All 26 students were targeted for assistance by the first-grade teachers, and student instructional plans were implemented and revised to improve the developmental and intellectual skills of these students.

The writer identified 12 (9%) of 137 kindergarten students who remained in the SST process at the end of the 1992-1993 school year (see Appendix R). All 12 students entered first grade at the beginning of the 1993-1994 school year, and the first-grade SST provided them assistance. Data from Appendix W showed that 7 of the students received Chapter I support services and 2 students were referred by the SST for academic screening. One of these students was referred for special education testing and qualified for these services. Another student, who was screened in kindergarten, was referred for special education testing and qualified for these services. Student instructional plans were created to address behavioral skills for 3 students. These students were screened by the kindergarten SST, and the results indicated normal achievement scores. Another student instructional plan was developed for a student who demonstrated multiple fine motor skills weaknesses. This student mastered all 8 identified fine motor skills by the end of the first

semester of the 1993-1994 school year.

The first-grade SST dismissed 10 (83%) of 12 students identified as kindergarten referrals by the end of the first semester. All of the students were provided assistance through the Chapter I program, the special education program, or through student instructional plans that were implemented by the first-grade SST. The writer anticipated that the two students who remained in the SST process would be dismissed at the end of the 1993-1994 school year.

The outcomes generated from the second terminal objective showed that the first-grade SST successfully assisted 100% of the students who were referred to the SST by the kindergarten teachers at the end of the 1991-1992 and 1992-1993 school years. Revised SST procedures, supplemental assessments, and support services from the Chapter I program provided the first-grade SST valuable tools to meet the developmental and intellectual needs of the students involved in the SST process.

Terminal Objective 3

As a result of the implementation to improve intellectual and developmental skills, 100% of the kindergarten students referred to the SST during the first semester of the 1993-1994 school year will be provided student instructional plans (SIP) to address identified developmental delays.

The kindergarten teachers referred 20 (15%) of 137

students to the SST during the first semester of the 1993-1994 school year (see Appendix X). Student instructional plans were created and implemented for each student. As a result of the implemented SIPs, 8 of the 20 students were referred for speech/language screening, and they qualified for these services. The SST also referred 3 of the 20 students for special education testing. Of these students, one student qualified for the Mildly Intellectually Disabled (MID) Program and one student qualified for the Behavior Disorders (BD) Program. The other student qualified to receive services from the Orthopedically Impaired (OI) and Physical Therapy (PT) Programs. Before the end of the first semester, 11 (55%) of 20 students received assistance from supplemental programs

The SST planned to screen the remaining 9 students with the Screening Children for Related Early Educational Needs (SCREEN) instrument during the second semester. The kindergarten summary data indicated that one student was referred to the SST for behavior problems, and the other eight students were experiencing identified learning problems. Other data, including fine and gross motor skills development, continued to be collected by the kindergarten teachers throughout the year and were used by the SST to monitor and/or revise each student's SIP.

The outcomes of the third terminal objective showed that 100% of the kindergarten students referred to the SST during the first semester of the 1993-1994 school year were

provided student instructional plans. The writer related the success of this objective to the direct efforts of the kindergarten teachers to change both curriculum and SST procedures to improve their students developmental and intellectual growth.

Summary of Accomplishments

The writer successfully generated staff participation and interest in various areas of the kindergarten, first-, and second-grade instructional programs. As the process objectives were implemented throughout the time line of the action plan, the kindergarten and first-grade teachers were enthusiastic about their efforts to strengthen developmental curriculum goals. They additionally were appreciative of the support the writer, principal, and school system personnel provided as they worked to improve their total instructional program.

The kindergarten, first-, and second-grade teachers, along with the physical education, Chapter I, and select special education teachers benefited from working together on various components of the action plan. The shared efforts of these staff members both directly and indirectly affected the quality of instruction that kindergarten and first-grade students received since the beginning of the 1992-1993 school year.

Every grade level Student Support Team benefited from implementing revised procedures, utilizing supplemental assessments to acquire norm-referenced student data,

acquiring data on student fine and gross motor skills, and from developing and implementing student instructional plans. The kindergarten, first-, and second-grade teachers recognized the significance of these SST improvements as the percentage of students dismissed from the SST process increased as these components of the action plan were implemented to improve their students developmental and intellectual growth.

Discussion

The problem statement identified a significant situation with kindergarten, first-, and second-grade SST referrals where students remained in the SST process for 2 or more years. Several factors limited the teachers from working successfully with these student referrals. One factor involved a taught curriculum that primarily emphasized cognitive skills development in kindergarten and first grade. Supplemental assessment instruments were not available to kindergarten and first-grade teachers, and this factor prevented the teachers from acquiring realistic student data. Another factor involved the SST process where the grade level teams were trained to recommend teacher strategies/interventions, rather than planning student interventions. Finally, student support services were limited to special education programs. All of these factors severely limited the potential for most students to be dismissed from the SST process within a given school year.

The writer successfully developed and implemented components of a solution strategy to address the factors that supported and/or caused the identified problem at the project setting. The results generated from the process objectives demonstrated that developmental skills were the foundation for kindergarten classrooms and the framework for first-grade classrooms. The second-grade teachers began to recognize that one of their tasks was to maintain their students developmental growth. As the kindergarten, first-, and second-grade teachers added multisensory activities into their instructional day, they provided the opportunity for their students to improve both developmental and intellectual skills.

The outcomes of the identified terminal objectives demonstrated that the majority of students referred to the SST were dismissed from the SST process within the same school year. This occurred because the kindergarten and first-grade teachers were provided the opportunity, funding, training, and the support personnel to develop and implement effective student instructional plans. The total success of the project resulted from a committed staff and administration who supported the need to improve the developmental and intellectual growth of kindergarten and first-grade students.

Chapter 6

Discussion

Recommendations

After evaluating the results of the action plan to improve the developmental and intellectual growth of kindergarten and first-grade students, the writer established several recommendations that, if implemented, could significantly enhance the instructional programs currently taught in kindergarten and first, second, and third grades.

1. The Student Instructed Assistance (SIA) Program should be expanded to include all kindergarten and first-, and second-grade classrooms at the beginning of the 1994-1995 school year. This program emphasizes teaching students through multisensory activities and experiences by combining developmental and cognitive skills.

2. Funding should be acquired for kindergarten, first-, and second-grade teachers to purchase developmentally appropriate manipulative materials and equipment to create active learning environments in these classrooms. These funds should be made available to the teachers during the second semester of the 1993-1994 school year.

3. The kindergarten and first-, second-, and third-grade teachers should participate in frequent

workshops that emphasize developmentally appropriate teaching strategies. These workshops can provide the teachers valuable tools when working with "slow learners."

4. The second-grade teachers should implement a plan to share supplemental student data with the third-grade teachers at the end of the 1993-1994 school year. The third-grade teachers should supplement their daily instruction with developmentally appropriate manipulative centers and activities during the 1994-1995 school year.

5. The principal should assign a school-based committee to design a gross motor, outdoor, activity area to provide kindergarten, and first-, second-, and third-grade students with developmentally appropriate gross motor skills exercises. This outdoor activity area should be scheduled for use at the beginning of the 1994-1995 school year.

Implications

The results of the action plan to improve the developmental and intellectual growth of kindergarten and first-grade students implied that the kindergarten, first-, and second-grade teachers were successful in implementing the various components of the solution strategy. Their efforts were supported by the Chapter I teachers, select special education teachers, the SIA teachers, the physical education teachers, and the administrators. The teachers also received support from parents, from teachers in other elementary schools, and from the school system's

superintendent, staff development coordinator, and elementary curriculum coordinator. This degree of internal and external support implied that the developmental and intellectual needs of the kindergarten and first-grade students were positively impacted as a result of the project implementation.

The school system's staff development and SIA coordinators requested that the kindergarten and first-grade teachers host two workshops in the fall of 1993. The first workshop involved training kindergarten and first-grade teachers on implementing an SIA program in the classroom. The host teachers were asked to demonstrate how to develop manipulative centers and to discuss developing a multipurpose fine and gross motor skills developmental activity room. Teachers from four elementary schools within the school system attended the workshop.

The second workshop involved teaching gross motor skills activities by demonstrating how to implement activities from the gross motor skills resource guide developed by the kindergarten teachers, demonstrating the activities established in the developmental activity room, and discussing how to monitor and evaluate gross motor skills development by utilizing an assessment checklist. The kindergarten grade level leader and the writer trained elementary classroom and physical education teachers from the school system, and the participants received copies of

a gross motor skills assessment checklist, an itemized materials/equipment list, and the gross motor skills resource guide.

Because these workshops were conducted at the project setting, this implied that several components of the action served as working models to benefit other teachers in planning a curriculum to improve the developmental and intellectual growth of kindergarten and first-grade students. The writer anticipated that the school and select staff members would continue to host future workshops.

Dissemination

The final report of the action plan to improve the developmental and intellectual growth of students in kindergarten and first-grade was copied and disseminated to the following individuals: (a) the school principal, (b) the school assistant principal, (c) the external elementary school principal, (d) the school system's superintendent, (e) the school system's staff development coordinator, and (f) the school system's elementary curriculum coordinator. Parts of the final report will be shared with teachers from kindergarten, first grade, second grade, and third grade, and the physical education, SIA, and Chapter I teachers.

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Appendixes

Appendix A

Student Support Team Referrals
1991-1992 School Year

GRADE	TOTAL STUDENTS	SST REFERRALS	%	STUDENT PLACEMENT SPECIAL EDUCATION	%	DISMISSED SST	%
K	164	36	22%	5	3%	1	1%
1	161	44	27%	3	2%	4	2%
2	137	39	28%	8	6%	5	4%
Total School	1013	163					

Student Support Team State of Georgia Data Based on Average School Population (Delvin,1990)

REFERRALS SST	SPECIAL EDUCATION PLACEMENT	DISMISSED SST
11%	3%	8%

Appendix B

Teacher Questionnaire
Summary

Student Enrollment Information:

GRADE	NUMBER OF STUDENTS	TOTAL BOYS	TOTAL GIRLS
K	164	75	89
1	161	92	69
2	137	68	69

SECTION I: BACKGROUND:

1. Identify your students by family income by number.

GRADE	LOW	MIDDLE	HIGH	TOTAL # IDENTIFIED
K	57	104	3	164/164
1	41	73	6	120/161
2	59	75	3	137/137

2. Identify your student's family status by number:

GRADE	SINGLE	MARRIED	DIVORCED	WIDOWED	TOTAL # IDENTIFIED
K	12	133	19	0	164/164
1	7	86	26	1	120/161
2	5	80	33	0	118/137

3. Approximate the number of students who qualify for free or reduced-priced lunch.

GRADE	TEACHER RESPONSE	ACTUAL DATA	ENROLLMENT
K	48	53	164
1	62	68	161
2	40	52	137

4. Approximate the number of students who eat breakfast at school on a daily basis.

KINDERGARTEN: 29 FIRST GRADE: 50 SECOND GRADE: 39

SECTION II: STUDENT CHARACTERISTICS:

1. Approximate the number of students that appear to you to have had preschool training (Kindergarten only). 83/164

2. Approximate the number of students in your class that you would classify "developmentally delayed".

KINDERGARTEN: 30 FIRST GRADE: 33 SECOND GRADE: 28

2a. List up to five characteristics that give you this opinion about these students.

CHARACTERISTIC IDENTIFIED BY:	K	1	2
Retention	x		
Handwriting	x	x	
Poor language/vocabulary skills	x	x	x
Short attention span	x	x	x
Difficulty following directions	x	x	x
Difficulty completing work	x	x	x
Poor socialization skills	x	x	
Poor self-help skills	x	x	x
Immaturity	x	x	
Disruptive behavior in class	x	x	
Dependent on peers or teacher	x	x	
Perception problems (hand/eye)	x	x	x
Acquires skills slower than peers	x	x	x
Poor fine/gross motor skills	x	x	x
Poor listening skills	x	x	x
Unable to perform grade level skills	x	x	x
Sloppy work		x	
No exposure to crayons, glue, scissors, manipulatives, etc.	x		
Unable to name simple colors, letters, or numbers	x	x	

3. Approximate the number of students in your class that you suspect a possible attention deficit disorder.

KINDERGARTEN: 9 FIRST GRADE: 16 SECOND GRADE: 16

4. Describe your knowledge and ability to implement strategies to work with children in your class with attention deficit problems.

RESPONSE: GRADE LEVEL OF RESPONSE	K	1	2
Have taken staff development class	x	x	x
Class size too large to be effective with these children	x	x	
Assistance from special education staff	x	x	x

RESPONSE: GRADE LEVEL RESPONSE:	K	1	2
Shorten assignments, peer tutor, sit child near teacher, rewards,	x	x	
Remove distractors from room	x		
Vary activities, use manipulatives	x	x	
Vary teaching style		x	
Structure class		x	
Teacher can't be effective if medical issue is not addressed			x
Timed assignments			x
One-on-one assistance when possible	x		x
SST suggestions			x
Read articles on the topic			x
Behavior charts			x
Contracts with student and parent			x
Assistance from school psychologist			x

5. Describe the most common fine motor and gross motor problems you have observed of students in your class.

IDENTIFIED PROBLEM: GRADE LEVEL:	K	1	2
Holding pencils and/or crayons	x	x	x
Cutting and pasting	x	x	x
Little experience with manipulatives	x		
Eye-hand coordination	x	x	x
Visual/perceptual, board to paper		x	x
Skipping	x	x	x
Balance	x	x	x
Spatial concepts	x		

6. How many students in your class attend speech?

KINDERGARTEN: 15 FIRST GRADE: 17 SECOND GRADE: 10

7. How many students in your class attend :

GRADE	CHAPTER 1	SPECIAL EDUCATION
K	NA	5
1	NA	2
2	36	8

8. How many students in your class have you discussed formally in SST meetings?

KINDERGARTEN: 15 FIRST GRADE: 35 SECOND GRADE: 25

9. Approximate the students in your class that you would consider "young" at the beginning of the school year.

KINDERGARTEN: 33 FIRST GRADE: 41 SECOND GRADE: 62

10. How many of your students appear to come to school tired, hungry, and/or unkept on a regular basis?

KINDERGARTEN: 20 FIRST GRADE: 24 SECOND GRADE: 21

SECTION III: TEACHER CHARACTERISTICS

1. Describe your knowledge of the type of readiness skills a child possess mastery before entering kindergarten.

IDENTIFIED READINESS SKILLS	GRADE LEVEL: K	1	2
Respect of self, peers, and adults	x		x
Hold crayons, pencil, paintbrush, etc.	x	x	
Know some colors, numbers, letters	x	x	x
Know and recognize own name	x	x	x
Know parents names and address		x	x
Follow directions (one and two steps)	x	x	x
Appropriate listening skills	x		x
Can work with a group of children	x		
Demonstrates independent learning	x		
Demonstrates social skills	x		
Age appropriate language skills	x		
Can eat, dress, use restroom by self, separate from parents	x	x	x
Can process visual and auditory information	x		
Can retell simple story		x	
Respect for school and learning			x
Ready for academic learning			x

2. Based on your current teaching experience, if you were told that a training program could teach you how to correct individual student learning problems, what would your response be?

RESPONSES	GRADE LEVEL: K	1	2
When???	x	x	x
Will materials be provided with training?	x		
Great! All for it!	x		x
When do you want me to teach it?	x		
I would consider attending	x	x	x
Additional para pro help is needed		x	
There is not "pat" answer		x	

3. In your opinion, would a smaller class size potentially reduce the number of student referrals for special education testing?

RESPONSE	KINDERGARTEN	FIRST GRADE	SECOND GRADE
Yes	6	6	0
No	0	2	6

4. In your opinion, do you think that students with learning problems benefit from resource help:

RESPONSE	GRADE LEVEL:	K	1	2
Outside of the classroom		1	2	-
Resource help with the classroom		3	5	5
No opinion		2	-	-
Both		-	1	1

5. List up to 5 of your greatest personal frustrations when working with children with learning problems that you feel could be changed if you were provided additional...

RESPONSES	GRADE LEVEL	K	1	2
More time to work one-on-one		x	x	x
More support from home needed		x	x	x
Additional AAD/ADHD programs				x
Additional training for teaching slow learners		x	x	x
Additional teaching materials		x	x	
Planning period for grade level		x	x	
Paraprofessional support		x	x	
Chapter I assistance			x	
Early dismissal for parent conferences			x	
Implement SIA program			x	
Smaller class size		x		
Need for more student test data		x		
Decrease paperwork		x		
Standardized curriculum guidelines		x		

Appendix C

Summary of Needs Assessment
Students Identified with Visual/Perceptual Problems
Affecting Their Writing Skills
10/29/91

Criteria Used to Identify Student Writing Problems

1. Difficulty tracing or repeating symbols
2. Difficulty holding pencil or crayon
3. Difficulty copying from board to paper
4. Difficulty writing words in a left to right progression
5. Difficulty writing on lined or unlined paper
6. Other (reversal of letters)

GRADE	STUDENTS WITH PROBLEM:	#1	#2	#3	#4	#5	#6
K	18	x	x	x	x	x	
1	26		x	x	x	x	x
2	6		x	x	x		x

Appendix D

Summary Data of Kindergarten Students
1991-1992 School Year

Legend:

X = Yes
R = Retained
Residence = T-Trailer Park, R-Rural, S-Subdivision

STUDENT	SEX	AGE	RESI-DENCE	F/R LUNCH	DEV DELAY	NO PRE SCHOOL	DAYS ABSENT	SST	GKAP NON MASTERY
1	M	6.0	T			X	3/180	R 91	
2	F	5.7	R			x	18/180		X
3	M	5.4	R			X	21/180		
4	M	5.3	S				6/180		
5	M	5.8	S				3/180		
6	F	5.1	T			X	8/37		
7	M	6.2	S	F			12/180	R 91	
8	F	5.0	S				6/180		
9	F	5.0	S				4/180		
10	M	5.9	T				0/180		
11	F	5.11	T	F		X	39/94		
12	M	5.1	T			X	11/180		
13	F	5.8	S				8/180		
14	F	5.3	S	F		X	9/180		
15	M	5.9	S				0/180		
16	M	5.5	T	F		X	11/180		
17	F	5.0	S				13/180		
18	F	5.3	S				6/180		
19	F	5.4	R	F		X	19/180	X	
20	M	5.1	S				18/180		
21	F	5.11	S		X		3/65	X	X
22	F	5.6	S	F		X	15/180		
23	F	5.5	S	F			22/180	X	
24	M	5.10	S				9/180		
25	F	5.9	T	F	X	X	6/32	X	X
26	F	5.4	T	F		X	43/180		
27	F	5.7	T			X	6/180		
28	F	5.0	S				0/48		
29	F	5.8	S			X	15/180		
30	F	5.3	S				23/180		
31	F	5.4	T			X	8/72		
32	M	5.4	S				12/180		
33	F	5.6	S				1/180	X	
34	M	5.7	S				30/180		
35	F	5.9	R	F		X	11/180		
36	M	6.0	S				7/180	R 91	
37	F	5.3	R		X	X	0/180	X	X

STUDENT	SEX	AGE	RESI-DENCE	F/R LUNCH	DEV DELAY	NO PRE SCHOOL	DAYS ABSENT	SST	GKAP NON MASTERY
39	F	5.0	T	F		X	7/180		
40	F	5.7	S				2/180		
41	M	5.4	T		X	X	3/42	X	X
42	M	5.0	S		X		14/180	X	X
43	M	5.0	S		X		7/180	X	
44	F	5.11	T		X	X	26/180		
45	M	5.1	R			X	7/180		
46	F	6.3	T	F		X	18/180		
47	M	5.8	T	F		X	3/180		
48	F	5.11	S				3/180		
49	F	6.1	S				7/112		X
50	M	5.5	S		X		5/180		X
51	M	5.4	R				7/180		
52	M	5.0	S				6/180		
53	M	5.10	S				9/180		
54	F	5.10	S				13/180		
55	F	5.1	S				4/180		
56	F	5.3	S				2/180		
57	M	5.9	S				10/180		
58	M	5.2	S				8/180		
59	M	5.10	S				5/180		
60	M	5.4	S				10/92		
61	F	5.5	S				17/180		
62	F	5.1	R	F		X	32/180		
63	F	5.2	S				20/180		
64	F	5.11	S				16/180		
65	M	5.10	S				13/44		X
66	M	5.7	S		X		6/180		X
67	F	5.2	S	F			10/113		
68	F	5.2	T	F		X	34/92		
69	F	5.6	S				6/74		
70	F	5.8	T	F	X	X	9/76		X
71	M	5.0	S				26/180		
72	F	6.4	S				6/74	R 91	
73	M	5.7	T			X	3/177		X
74	F	5.6	S				11/180		
75	M	5.9	R	F		X	17/180		
76	F	5.7	S				8/180		
77	F	5.4	S			X	27/180		X
78	M	5.0	T			X	32/124		
79	F	5.7	T			X	6/180		X
80	F	5.3	R			X	8/180		
81	F	5.0	T	F		X	11/67		
82	F	5.3	S				17/180		
83	M	5.1	S				3/180		
84	F	5.9	T		X	X	7/92		X
85	F	5.6	T	F	X	X	7/65	X	X
86	M	5.2	T			X	5/180		X
87	M	5.10	T			X	37/180		

STUDENT	SEX	AGE	RESI-DENCE	F/R LUNCH	DEV DELAY	NO PRE SCHOOL	DAYS ABSENT	SST	GKAP NON MASTERY
88	M	5.1	S	F		X	8/180		
89	M	5.5	T	F		X	6/180		
90	M	5.2	R	F	X	X	35/180	X	X
91	M	5.9	R		X	X	7/180	X	X
92	M	5.0	S				17/180		
93	M	5.0	T	F	X	X	34/180	R 92	X
94	M	5.11	S				2/180		X
95	M	5.2	T	F	X	X	6/43	X	X
96	F	5.1	S				9/180		
97	M	5.11	T	F		X	18/180		
98	F	5.0	S		X	X	16/180	R 92	X
99	F	5.1	T	F			11/180	X	
100	F	5.7	S				11/180		
101	M	5.2	S	F			2/26		
102	M	5.5	S				12/180		
103	F	5.9	T			X	5/180		
104	F	5.2	T	F	X	X	0/180	X	X
105	M	5.8	S				8/180		
106	M	5.6	R			X	3/43		
107	M	5.11	T	F		X	19/180		
108	F	5.11	T	F	X	X	15/75	X	X
109	F	5.0	T	F	X	X	7/180	X	X
110	F	5.4	T	F		X	1/180		
111	F	5.9	S	F			8/180		
112	M	5.6	S				0/34		
113	F	5.11	T	F		X	8/180	X	X
114	M	5.2	R	F	X	X	4/56	X	X
115	F	5.1	S	F	X	X	12/180	R 92	X
116	M	5.2	S		X	X	9/180	R 92	X
117	F	5.3	T	F	X	X	23/138	X	X
118	M	5.5	T			X	6/103		
119	M	5.9	S				17/180		
120	M	5.0	S	F	X	X	10/180	X	X
121	F	5.7	S	F			20/180		
122	M	5.6	T			X	27/99		
123	M	5.0	S				6/180		
124	M	5.2	T	F		X	2/79	X	
125	F	5.3	S				9/180		
126	M	5.4	S				9/180		
127	M	5.4	R				11/180		
128	F	5.5	T	F		X	4/86		
129	F	5.9	T	F		X	2/88		
130	F	5.4	S				16/180		
131	F	5.6	S	F			13/180		
132	F	5.4	T			X	8/180		
133	F	5.10	S				26/180		
134	F	5.5	S				7/180		
135	F	5.8	R			X	25/180		
136	F	5.8	S				5/180		

STUDENT	SEX	AGE	RESI-DENCE	F/R LUNCH	DEV DELAY	NO PRE SCHOOL	DAYS ABSENT	SST	GKAP NON MASTERY
137	F	5.8	T	F		X	2/180	X	X
138	M	5.2	T			X	21/180		X
139	M	5.4	T	F	X	X	16/103	X	X
140	F	5.6	T			X	4/32		
141	F	5.7	R	F		X	9/180		
142	M	5.6	S				9/169		
143	M	5.8	S	F		X	7/180		
144	M	5.3	T			X	5/54		X
145	M	5.9	T			X	4/32		X
146	M	5.3	S	F			28/180		
147	F	5.3	R				14/180		
148	M	5.10	T			X	11/180		
149	M	5.3	T	F		X	15/180	X	X
150	F	5.4	T			X	6/54		X
151	M	5.1	S				6/180		
152	F	5.8	R				5/180		
153	F	5.6	T	F		X	17/124	X	X
154	M	5.4	S				25/180		
155	F	5.4	S	F			7/18		X
156	F	5.11	S				4/180		
157	F	5.7	S				3/180		
158	F	5.7	R	F		X	4/180		
159	M	5.6	T				3/180		
160	M	5.0	S		X	X	5/180	X	X
161	F	5.5	S				7/180		
162	M	5.0	S				13/180		
163	F	5.1	S				12/180		
164	F	5.2	S				28/180		

Appendix E

Georgia Kindergarten Assessment Program

Report Form

GKAP REPORT FORM

Overall Capability Yes	Overall Capability No	Capabilities and Key Indicators	Behavior Observations	Structured Assessment Activities
○	○	I. Communicative Capability	Indicator Rating Yes No	Indicator Rating Yes No
		A. Processes Visual Information	Sept-Jan: C S N; Feb-May: C S N	Music: Y N; Animals: Y N; School: Y N; Science: Y N
		B. Processes Auditory Information	Yes No; Sept-Jan: C S N; Feb-May: C S N	Yes No; Farm: Y N; Circus: Y N; Grocery: Y N; Weather: Y N
		C. Communicates Orally	Yes No; Sept-Jan: C S N; Feb-May: C S N	Yes No; Grocery: Y N; Family: Y N; Farm: Y N; Fire: Y N
		D. Demonstrates Emergent Literacy	Yes No; Sept-Jan: C S N; Feb-May: C S N	Yes No; Caterpillar: Y N; The Tree: Y N; My Pet: Y N; Blast Off!: Y N
Yes	No			
○	○	II. Logical-Mathematical Capability		
		A. Sorts Sets of Objects	Yes No; Sept-Jan: C S N; Feb-May: C S N	Yes No; Grocery: Y N; Classroom: Y N; Post Off: Y N; Cafeteria: Y N
		B. Makes Comparisons	Yes No; Sept-Jan: C S N; Feb-May: C S N	Yes No; Carpenter: Y N; Baking: Y N; School: Y N; Music: Y N
		C. Knows Numbers 1 to 10	Yes No; Sept-Jan: C S N; Feb-May: C S N	Yes No; Jungle: Y N; Trains: Y N; Dinosaurs: Y N; Aquatic: Y N
		D. Extends Patterns	Yes No; Sept-Jan: C S N; Feb-May: C S N	Yes No; Dinosaurs: Y N; Trains: Y N; Flowers: Y N; Weather: Y N

C = Consistently
S = Sometimes
N = Never

Y = Yes
N = No

Note: Document has been reduced.

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Overall Capability Yes	Overall Capability No	Capabilities and Key Indicators	Behavior Observations
○	○	**III. Physical Capability**	
		A. Demonstrates Fine Motor Coordination	Indicator Rating Yes No Sept-Jan: C S N Feb-May: C S N
		B. Understands Spatial Concepts	Yes No Sept-Jan: C S N Feb-May: C S N
		C. Performs Basic Locomotor Skills	Yes No Sept-Jan: C S N Feb-May: C S N
		D. Performs Basic Manipulative Skills	Yes No Sept-Jan: C S N Feb-May: C S N
Yes	No		
○	○	**IV. Personal Capability**	
		A. Demonstrates a Positive Self-Concept	Yes No Sept-Jan: C S N Feb-May: C S N
		B. Initiates Independent Activities	Yes No Sept-Jan: C S N Feb-May: C S N
		C. Acts Responsibly	Yes No Sept-Jan: C S N Feb-May: C S N
Yes	No		
○	○	**V. Social Capability**	
		A. Participates in Group Activities	Yes No Sept-Jan: C S N Feb-May: C S N
		B. Carries Out Assigned Tasks	Yes No Sept-Jan: C S N Feb-May: C S N

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Appendix F

National Association for the Education
of Young Children Developmental Practices

Integrated Components of APPROPRIATE and INAPPROPRIATE Practice for *4- AND 5-YEAR-OLD CHILDREN*

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Curriculum goals	• Experiences are provided that meet children's needs and stimulate learning in all developmental areas—physical, social, emotional, and intellectual.	• Experiences are narrowly focused on the child's intellectual development without recognition that all areas of a child's development are interrelated.
	• Each child is viewed as a unique person with an individual pattern and timing of growth and development. The curriculum and adults' interaction are responsive to individual differences in ability and interests. Different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate activities.	• Children are evaluated only against a predetermined measure, such as a standardized group norm or adult standard of behavior. All are expected to perform the same tasks and achieve the same narrowly defined, easily measured skills.
	• Interactions and activities are designed to develop children's self-esteem and positive feelings toward learning.	• Children's worth is measured by how well they conform to rigid expectations and perform on standardized tests.
Teaching strategies	• Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.	• Teachers use highly structured, teacher-directed lessons almost exclusively.
	• Children select many of their own activities from among a variety of learning areas the teacher prepares, including dramatic play, blocks, science, math, games and puzzles, books, recordings, art, and music.	• The teacher directs all the activity, deciding what children will do and when. The teacher does most of the activity for the children, such as cutting shapes, performing steps in an experiment.
	• Children are expected to be physically and mentally active. Children choose from among activities the teacher has set up or the children spontaneously initiate.	• Children are expected to sit down, watch, be quiet, and listen, or do paper-and-pencil tasks for inappropriately long periods of time. A major portion of time is spent passively sitting, listening, and waiting.
	• Children work individually or in small, informal groups most of the time.	• Large group, teacher-directed instruction is used most of the time.
	• Children are provided concrete learning activities with materials and people relevant to their own life experiences.	• Workbooks, ditto sheets, flashcards, and other similarly structured abstract materials dominate the curriculum.

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Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Teaching strategies (*continued*)	• Teachers move among groups and individuals to facilitate children's involvement with materials and activities by asking questions, offering suggestions, or adding more complex materials or ideas to a situation.	• Teachers dominate the environment by talking to the whole group most of the time and telling children what to do.
	• Teachers accept that there is often more than one right answer. Teachers recognize that children learn from self-directed problem solving and experimentation.	• Children are expected to respond correctly with one right answer. Rote memorization and drill are emphasized.
Guidance of social-emotional development	• Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits. Teachers' expectations match and respect children's developing capabilities.	• Teachers spend a great deal of time enforcing rules, punishing unacceptable behavior, demeaning children who misbehave, making children sit and be quiet, or refereeing disagreements.
	• Children are provided many opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems. Teachers facilitate the development of these positive social skills at all times.	• Children work individually at desks or tables most of the time or listen to teacher directions in the total group. Teachers intervene to resolve disputes or enforce classroom rules and schedules.
Language development and literacy	• Children are provided many opportunities to see how reading and writing are useful before they are instructed in letter names, sounds, and word identification. Basic skills develop when they are meaningful to children. An abundance of these types of activities is provided to develop language and literacy through meaningful experience: listening to and reading stories and poems; taking field trips; dictating stories; seeing classroom charts and other print in use; participating in dramatic play and other experiences requiring communication; talking informally with other children and adults; and experimenting with writing by drawing, copying, and inventing their own spelling.	• Reading and writing instruction stresses isolated skill development such as recognizing single letters, reciting the alphabet, singing the alphabet song, coloring within predefined lines, or being instructed in correct formation of letters on a printed line.

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Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Cognitive development	• Children develop understanding of concepts about themselves, others, and the world around them through observation, interacting with people and real objects, and seeking solutions to concrete problems. Learnings about math, science, social studies, health, and other content areas are all integrated through meaningful activities such as those when children build with blocks; measure sand, water, or ingredients for cooking; observe changes in the environment; work with wood and tools; sort objects for a purpose; explore animals, plants, water, wheels and gears; sing and listen to music from various cultures; and draw, paint, and work with clay. Routines are followed that help children keep themselves healthy and safe.	• Instruction stresses isolated skill development through memorization and rote, such as counting, circling an item on a worksheet, memorizing facts, watching demonstrations, drilling with flashcards, or looking at maps. Children's cognitive development is seen as fragmented in content areas such as math, science, or social studies, and times are set aside to concentrate on each area.
Physical development	• Children have daily opportunities to use large muscles by running, jumping, and balancing. Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly.	• Opportunity for large muscle activity is limited. Outdoor time is limited because it is viewed as interfering with instructional time or, if provided, is viewed as recess (a way to get children to use up excess energy), rather than an integral part of children's learning environment.
	• Children have daily opportunities to develop small muscles skills through play activities such as pegboards, puzzles, painting, cutting, and other similar activities.	• Small motor activity is limited to writing with pencils, or coloring predrawn forms, or similar structured lessons.
Aesthetic development	• Children have daily opportunities for aesthetic expression and appreciation through art and music. Children experiment and enjoy various forms of music. A variety of art media are available for creative expression, such as easel and finger painting and clay.	• Art and music are provided only when time permits. Art consists of coloring predrawn forms, copying an adult-made model of a product, or following other adult-prescribed directions.
Motivation	• Children's natural curiosity and desire to make sense of their world are used to motivate them to become involved in learning activities.	• Children are required to participate in all activities to obtain the teacher's approval, to obtain extrinsic rewards like stickers or privileges, or to avoid punishment.

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Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Parent-teacher relations	• Teachers work in partnership with parents, communicating regularly to build mutual understanding and greater consistency for children.	• Teachers communicate with parents only about problems or conflicts. Parents view teachers as experts and feel isolated from their child's experiences.
Assessment of children	• Decisions that have a major impact on children (such as enrollment, retention, assignment to remedial classes) are based primarily on information obtained from observations by teachers and parents, not on the basis of a single test score. Developmental assessment of children's progress and achievement is used to plan curriculum, identify children with special needs, communicate with parents, and evaluate the program's effectiveness.	• Psychometric tests are used as the sole criterion to prohibit entrance to the program or to recommend that children be retained or placed in remedial classrooms.
Program entry	• In public schools, there is a place for every child of legal entry age, regardless of the developmental level of the child. No public school program should deny access to children on the basis of results of screening or other arbitrary determinations of the child's lack of readiness. The educational system adjusts to the developmental needs and levels of the children it serves; children are not expected to adapt to an inappropriate system.	• Eligible-age children are denied entry to kindergarten or retained in kindergarten because they are judged not ready on the basis of inappropriate and inflexible expectations.
Teacher qualifications	• Teachers are qualified to work with 4- and 5-year-olds through college-level preparation in Early Childhood Education or Child Development and supervised experience with this age group.	• Teachers with no specialized training or supervised experience working with 4- and 5-year-olds are viewed as qualified because they are state certified, regardless of the level of certification.
Staffing	• The group size and ratio of teachers to children is limited to enable individualized and age-appropriate programming. Four- and 5-year-olds are in groups of no more than 20 children with 2 adults.	• Because older children can function reasonably well in large groups, it is assumed that group size and number of adults can be the same for 4- and 5-year-olds as for elementary grades.

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Appendix G

Prescreening Summary Form

STUDENT SUPPORT TEAM
CHAPMAN ELEMENTARY

PRE-SCREENING DATA

STUDENT:_____GRADE_____TEACHER:_____
DATE OF BIRTH:_____

INTELLIGENCE: K-BIT KAUFMAN BRIEF INTELLIGENCE TEST

DATE:_____TIME:_____

SUBTESTS:
- Expressive Vocabulary _____
- Definitions _____
- VOCABULARY _____
- MATRICES _____

COMPOSITE _____ I.Q. _____ CATEGORY _____

ACHIEVEMENT: K-TEA KAUFMAN TEST OF EDUCATIONAL ACHIEVEMENT

TEST DATE:_____TIME:_____

- Mathematics _____
- Reading _____
- Spelling _____

COMPOSITE: _____ DESCRIPTIVE CATERGORY _____

BEHAVIOR EVALUATION SCALE

SUBSCALES:	QUOTIENT STANDARD SCORE	SIGNIFICANCE
LEARNING PROBLEMS:	_____	_____
INTERPERSONAL DIFFICULTIES	_____	_____
INAPPROPRIATE BEHAVIOR	_____	_____
UNHAPPINESS/DEPRESSION	_____	_____
PHYSICAL SYMPTOMS/FEARS	_____	_____

_____

COMMENTS:_____

_____

_____

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Appendix H

Kindergarten Gross Motor Skills

Identification and Sequence of Teaching Gross Motor Skills

First Quarter of the School Year:

- -Spacial
- -Locomotor

Second Quarter of the School Year

- -Catching
- -Throwing
- -Striking
- -Simple Games
- -Manipulative Skills/Ball Activities

Third Quarter of the School Year

- -Jumping Skills
- -Jump Rope
- -Tumbling
- -Creative Rhythm Activities (Fundamental Skills)

Fourth Quarter of the School Year

- -Revisit prior taught kills and refine them by teaching games and movement activities.
- -Cooperative Group Play

Appendix I

Gross Motor Skills In-Service

October 7, 1992

Introduction

The following games and activities were put together by the Chapman physical education instructors. This handout will provide additional PE activities for the classroom teachers to utilize with their students.

In order to meet the state requirements for PE, classroom teachers must provide .5 to 1 hours of PE each week. In this handout, you will find games listed in alphabetical order. Each game wil include the recommended grade level, equipment needed, and game rules.

Should you have questions about the activities, please feel free to ask one of us.

Coach Bailey
Coach Choquette

Old Favorites

1. Kickball (3-6)
2. Whiffle Ball (4-6)
3. Duck, Duck, Goose (K-2)
4. Simon Syas (K-2)
5. Red Light, Green Light (K-2)

Exercises

Procedures: Your class may be in a circle or a room.

Examples:

1. Stretch overhead
2. Touch toes
3. Wind Mills
4. Arm Circles
5. Trunk Twisters
6. Knee Bends
7. Sit ups
8. Push ups
9. Jog and/jump in place

Aerobics Tape

Ask us. We'll loan it to you.

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BEAN BAG CHALLENGES K-3RD

Skills: Throwing, catching, balancing.

Equipment: 1 bean bag per student.

Procedures: Have students get 1 bean bag and find a space in play area.

Examples:

1. Toss up and catch with two hands.
2. Toss up and catch with one hand.
3. Toss up and clap two times before catching.
4. Catch bean bag while walking.
5. Walk backwards while tossing and catching bean bag.
6. Skip, hop, run, etc, while tossing and catching bean bag.
7. Balance bag on head while walking.
8. Balance bag on shoulder, foot, elbow, etc. while walking.
9. Toss bag up and turn around 360 degrees before catching.

Create your own activities!

RELAY RACES (K-6)

Equipment: 28 small (12") cones.

Procedure: Divide class into even teams. If a team is short a player or has too many, have someone go 2 times. This way each team has the same number of runners.

Place the cones in a line in front of the teams.

Have teams start behind the first cone.

Examples of races:

1. Run to the last cone and back.
2. Zig-Zag cones.
3. Run backwards.
4. Jump over the cones.

I SEE (K-3)

Procedures: Spread class out in play area. Teacher yells "I SEE!" Students reply, "What do you see?" Teacher says"I see a _____.". Students respond by acting out what you see.

Examples: I see s horse galloping. Students will gallop until they hear the whistle.

Rules: Students must stop look and listen when they hear the whistle.

Students must keep a self-space while moving.

Other ideas...Crab in the sand, deer in the woods, balloon floating, airplane, tornado, statue, race car, etc.

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CLUB THE PIN (K-6)

Equipment needed: one plastic bowling pin, 2-3 kickballs.

Procedures: Have class sit in a big circle. Place a pin in the middle of the circle. Pick a guard to guard the pin.

Rules: The guard may not hold the pin up. He may knock balls away with his hands or kick it SOFTLY with his feet.

Players around the circle will roll the ball and try to knock the pin over.

Players must sit.

Players may not reach in front of people and steal the ball from them.

If a ball rolls out of the circle players must raise their hand to get it.

The person who knocks the pin down is the new guard.

If the guard knocks the pin down the teacher will chose a new guard.

PARACHUTE ACTIVITIES

Equipment needed: One parachute, 4-5 foam balls.

Procedures: Spread parachute out on flat surface. Have class get around the chute and hold on to the edge.

Rules: Students should be squatting unless directed otherwise.

Students should not pull on the chute.

Students should not place their head or any other body part through the hole in the center.

Examples of activities:

1. Walk in a circle while holding it up (both directions).
2. Walk to the middle and back out while holding it up.
3. Mushroom/tend Walk to the middle and sit on the inside of the chute.
4. Popcorn with the balls.
5. Allow certain colors to run under the chute and back out to the same spot.

FREEZE TAG GAMES (K-3)

Equipment needed: Four frisbees for students who are "it".

Examples: Clams Free, Chinese Freeze Tag, Trees.

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Appendix J

Teacher Survey of Students with Attention Problems

PLEASE COMPLETE THE FOLLOWING INFORMATION BELOW AND RETURN TO M. URSITS BY 8:00 A.M. THURSDAY, 10-15-92

TEACHER NAME:_____GRADE_____
PLEASE LIST BELOW ANY STUDENTS WHO ARE IN YOUR CLASSROOM THAT ARE DIAGNOSED ADD OR ADHD.

STUDENT NAME	ADD	ADHD

PLEASE LIST BELOW ANY STUDENTS WHO ARE IN YOUR CLASSROOM THAT YOU SUSPECT COULD BE ADD OR ADHD.

STUDENT NAME	ADD	ADHD

MR. DOMER WILL CONTACT THESE PARENTS AND REQUEST THAT THEY MAKE AN APPOINTMENT WITH HIM AT SCHOOL THE WEEK OF YOUR SORKSHOP TO CONDUCT A FREE SCREENING FOR THEM.

Note: Document has been reduced.

Appendix K

AAA/ADHD Checklist

CHAPMAN ELEMENTARY S.S.T.

INTERVENTION STRATEGY CHECKLIST FOR A.D.D. - A.D.H.D. STUDENTS
(D. DOMER 11/92)

CHILD'S NAME_____GRADE_____

TEACHER'S NAME_____DATE_____

SECTION I - GENERAL STRATEGIES	RECOMMENDED	DATE
1. POSITIVE REINFORCEMENT		
2. NO NEGATIVE REINFORCEMENT		
3. NO SITTING NEAR WINDOW OR STIMULATING ART WORK		
4. NEVER "PUT DOWN" A.D.D. CHILD		
5. REWARD POSITIVE BEHAVIORS		
6. USE EYE CONTACT		
7. EDUCATE YOUR CLASS WITH A DISCUSSION ABOUT STRENGTHS AND WEAKNESSES. THAT SOME HAVE ALLERGIES, GLASSES AND ATTENTION DEFICITS		
8. HANDLE MEDICATION WITH SENSITIVITY. THEY MAY NOT WANT OTHERS TO KNOW THEY'RE TAKING IT		
9 LET THE A.D.H.D. CHILD DELIVER MESSAGES, CLEAN BOARDS (AS A REWARD) GIVE OUT PAPERS AND OTHER MOVEMENT ACTIVITIES		
10. USE ASSERTIVE DISCIPLINE		
SECTION II - INSTRUCTIONAL STRATEGIES		
1. NOT SEGREGATED FROM THE CLASS		
2. NOTIFY, IN ADVANCE, ANY CHANGE OF SCHEDULE (A.D.D.'S ARE RIGID) BE CONSISTENT		
3. DAILY SCHEDULES, SEATING PLACEMENT, CONSEQUENCES, (TIME-OUT) MUST BE FIRMLY CONSISTENT		
4. USE EYE CONTACT		
5. TAKE HIS/HER SHOULDERS AND TURN HIM/HER TOWARD YOU AND TURN HIS/HER CHIN TOWARD YOU TO GET EYE CONTACT AND HAVE HIM/HER REPEAT YOUR INSTRUCTIONS		
6. USE SHORT-TERM GOALS (TASKS) FOR CHILD AND GIVE AN ACTIVITY TO EARN AS A REWARD		

Note: Document has been reduced.

STRATEGY	RECOMMENDED	DATE
7. DON'T FORCE CHILD TO SIT FOR LONG PERIODS. HE CAN'T! USE DESK - CHAIR AREA AS "HOME BASE". CHILD CAN GET UP BUT CAN'T LEAVE AREA		
8. ESTABLISH BUDDY SYSTEM. PAIR THE A.D.H.D. CHILD WITH A QUIET ORGANIZED AND RESPONSIBLE BUDDY		
9. CAPITALIZE ON THE CHILD'S STRENGTHS WHILE WORKING ON HIS/HER WEAKNESSES. THIS WILL BUILD SELF-ESTEEM		
10. EMPHASIZE QUALITY OF WORK NOT QUANTITY		
11. TEACH LISTENING SKILLS		
12. INCREASE THE DISTANCE BETWEEN DESKS		
13. HAVE THE A.D.D. STUDENT'S DESK WITHIN REACH OF THE TEACHER		
14. IN MATH INSTRUCTION: HAVE THE STUDENT CIRCLE THE SIGN (+, -, ÷, X, ETC.); USE GRAPH PAPER TO KEEP NUMBERS IN LINE; AND CUT A HOLE IN A PLAIN SHEET OF PAPER TO SLIDE OVER A PAPER FILLED WITH PROBLEMS		
15. PLAY CLASSICAL MUSIC AS A BACKGROUND TO REDUCE DISTRACTIONS		
16. 80% OF A.D.H.D. CHILDREN HAVE A PROBLEM WITH WRITING. LET CHILD USE A TYPEWRITER AND/OR WORK PROCESSOR AND EMPHASIZE HANDWRITING		
17. WITH PARENTAL PERMISSION, PUT COTTON OR EAR PLUGS IN HIS EARS DURING QUIZZES AND/OR TESTS TO CUT DOWN ON DISTRACTIONS		
18. HAVE HIM PUT ALL OTHER MATERIALS AWAY BEFORE BEGINNING A NEW TASK		
19. LET CHILD USE A CARD TO FOCUS ATTENTION ON A SINGLE LINE, PROBLEM OR PARAGRAPH		
20. HIGHLIGHT, WITH COLOR, IMPORTANT PARTS OF TASKS TO HELP CHILD FOCUS ON THEM		
21. HELP A.D.D. CHILD "GET STARTED" ON EACH NEW TASK ASSIGNED (SUGGEST: POINT TO BEGINNING OF TASK)		

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SECTION III - DISCIPLINE STRATEGIES	RECOMMENDED	DATE
1. FIRM, CONSISTENT POSITIVE DISCIPLINE		
2. WHEN CHILD GETS WILD, SAY, "YOU ARE GETTING TOO WILD" AND GIVE HIM "TIME-OUT". PRAISE CHILD WHEN CONTROL RETURNS		
3. USE OF "TIME-OUT" (ONE MINUTE PER CHRONOLOGICAL YEAR OF AGE		
4. PRAISE CHILD WHEN HE/SHE IS ON TASK AND UNDER CONTROL		
5. PUT CHILD IN CHARGE OF HIS/HER BEHAVIOR		
6. LET CHILD EARN POSITIVE TIME-OUTS		
7. LET THE A.D.H.D. CHILD DELIVER MESSAGES, CLEAN BOARDS (AS A REWARD) GIVE OUT PAPERS AND OTHER MOVEMENT ACTIVITIES		
8. LET ANOTHER STUDENT KEEP A "FREQUENCY CHART" TO EVALUATE THE CHILD'S INAPPROPRIATE/APPROPRIATE BEHAVIORS (GOOD SUGGESTION FOR GROUP ACTIVITY TIME)		
9. USE ASSERTIVE DISCIPLINE		

FINDINGS (WHICH TECHNIQUES WERE EFFECTIVE WITH THIS CHILD, WHICH WERE NOT)

WRITE THE NUMBER OF THE LISTED TECHNIQUE AND NEXT TO IT WRITE A,B,C,D,E.

CODE: A = WAS NOT EFFECTIVE WITH THIS CHILD
B = WAS SOMEWHAT EFFECTIVE
C = WAS EFFECTIVE
D = WAS VERY EFFECTIVE
E = WAS EXTREMELY EFFECTIVE

TECHNIQUE #	CODE LETTER	COMMENTS	DATE
EXAMPLE I-16	C	CHILD'S HANDWRITING IMPROVED	10-3-82

(SUGGEST...EVALUATION SHOULD OCCUR EACH 9 WEEKS GRADING PERIOD.)

Appendix L

1992-1993 Fine/Gross Motor Skills Summary Data: Kindergarten Students

Legend:

(1) = Preassessment (2) = Postassessment
x = Mastery - = Not Mastered

FINE MOTOR SKILLS:
1-Manipulate/Grasp Sm Objects
2-Colors Within Lines
3-Scissors Control
4-Controls Glue
5-Trace/Write Letters
6-Write Name
7-Trace/Write Numbers
8-Can Copy Board to Paper

GROSS MOTOR SKILLS:
9-Space/Body Awareness
10-Locomotor/Nonlocomotor
11-Kicking 12-Striking
13-Catching 14-Throwing
15-Balance 16-Hopping
17-Rhythm 18-Tumbling
19-Jumping 20-Skipping
21-Cooperative Group Play

STU-	FINE MOTOR:								GROSS MOTOR:											
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	x	-	-	x	-	-
1(2)	x	x	x	x	-	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	-
2(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	-	-	x	x	-	-
2(2)	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	-
3(1)	x	x	x	x	x	x	-	-	x	x	x	x	x	x	-	-	-	x	x	x	-
3(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-
4(1)	x	x	-	-	-	-	-	-	x	-	-	-	x	x	-	-	x	-	-	-	x
4(2)	x	x	-	-	-	-	-	-	x	-	x	x	x	x	-	-	x	-	-	-	x
5(1)	x	x	x	x	x	x	x	-	x	x	x	x	x	x	-	-	x	x	x	x	-
5(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-
6(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	-	-	x	x	x	x
6(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
7(1)	-	x	-	-	-	-	-	-	x	x	x	x	x	x	-	-	-	x	x	x	-
7(2)	-	x	-	-	-	-	-	-	x	x	x	x	x	x	x	x	x	x	x	x	-
8(1)	-	x	x	x	-	x	-	-	x	x	x	x	-	x	-	-	-	x	x	x	x
8(1)	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x
9(1)	x	x	x	x	x	x	-	-	x	x	x	x	x	x	-	-	-	-	x	x	-
9(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-
10(1)	x	x	x	x	x	x	-	-	x	x	x	x	x	x	-	x	x	x	x	x	x
10(2)	x	x	x	x	x	x	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x

STU-	FINE MOTOR:								GROSS MOTOR:												
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
11(1)-	x	x	x	x	x	-	-	x	x	x	x	-	x	-	x	x	x	x	x	-	
11(2)-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	
12(1)-	x	x	x	x	x	-	-	x	x	x	-	-	x	-	x	x	x	x	x	x	
12(2)-	x	x	x	x	x	x	-	x	x	x	-	-	x	x	x	x	x	x	x	x	
13(1)-	x	x	x	x	x	-	-	x	x	x	x	-	x	-	x	x	x	x	x	x	
13(2)-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
14(1)-	x	x	-	x	x	-	-	x	x	x	x	-	x	-	x	-	-	x	x	x	
14(2)-	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
15(1)-	x	x	x	x	x	-	-	x	x	x	x	-	x	-	x	-	-	-	-	x	
15(2)x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
16(1)-	x	x	x	-	-	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x	
16(2)-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
17(1)x	x	x	x	x	x	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x	
17(2)x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
18(1)x	x	x	x	x	x	-	-	x	x	x	x	x	x	-	-	-	-	-	-	x	
18(2)x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
19(1)x	x	x	x	x	x	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x	
19(2)x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
20(1)x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	-	-	-	-	-	x	
20(2)x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
21(1)-	-	-	-	-	-	-	-	-	x	x	-	-	-	-	-	-	-	-	-	x	
21(2)-	-	-	-	-	-	-	-	-	x	x	x	x	x	x	x	x	x	x	-	x	
22(1)x	-	x	-	-	x	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x	
22(2)x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
23(1)x	x	x	-	x	x	x	-	x	x	x	x	x	x	-	x	-	-	x	-	x	
23(2)x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
24(1)x	-	-	-	-	x	-	-	x	x	x	x	x	x	-	-	-	-	-	-	x	
24(2)x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
25(1)x	-	-	-	-	-	-	-	-	x	x	x	-	-	x	-	-	-	-	-	x	
25(2)x	-	-	-	-	-	-	-	-	x	x	x	x	x	x	x	x	x	x	x	x	
26(1)x	-	-	-	-	-	-	-	-	x	x	x	x	x	x	-	-	-	-	-	x	
26(2)x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
27(1)x	-	-	-	-	-	-	-	-	x	x	x	x	x	x	-	-	-	-	-	x	
27(2)x	-	-	-	-	-	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x	

STU-	FINE MOTOR:								GROSS MOTOR:												
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
28(1)	x	x	x	-	-	-	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x
28(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
29(1)	x	x	x	-	-	-	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x
29(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
30(1)	x	x	x	-	-	x	-	-	x	x	x	x	x	x	-	-	-	-	-	-	x
30(2)	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
31(1)	x	x	x	-	-	x	-	-	x	-	-	-	-	-	-	-	-	-	-	-	x
31(2)	x	x	x	-	-	x	x	x	x	x	x	x	x	x	x	x	x	-	-	-	x
32(1)	x	-	-	-	-	-	-	-	x	x	-	-	x	x	-	-	-	-	-	-	x
32(2)	x	-	-	-	-	-	-	-	x	x	x	x	x	x	x	-	x	x	x	x	x
33(1)	x	-	-	-	-	-	-	-	x	x	x	x	x	x	-	-	-	-	-	-	x
33(2)	x	x	x	-	-	-	-	-	x	x	x	x	x	x	x	x	x	-	-	-	x
34(1)	x	x	-	-	-	-	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x
34(2)	x	x	-	-	x	-	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x
35(1)	x	-	-	-	-	-	-	-	x	x	x	-	-	-	-	-	-	-	x	-	x
35(2)	x	-	-	-	-	-	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x
36(1)	x	-	-	-	-	-	-	-	x	-	-	-	x	x	-	-	-	-	x	-	x
36(2)	x	-	-	-	-	-	-	-	x	-	-	-	x	x	x	-	x	x	x	-	x
37(1)	x	-	-	-	-	-	-	-	x	x	x	-	x	x	-	-	-	-	-	-	x
37(2)	x	-	-	-	-	-	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x
38(1)	x	-	-	-	-	-	-	-	x	x	x	-	x	x	-	-	-	-	-	-	x
38(2)	x	-	-	-	-	-	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x
39(1)	x	x	-	-	-	x	x	x	x	x	x	-	x	x	-	-	x	-	-	-	x
39(2)	x	x	x	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
40(1)	x	-	-	-	-	-	-	x	x	x	x	x	x	x	-	-	-	-	-	-	x
40(2)	x	-	-	-	-	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x
41(1)	x	-	-	-	-	x	-	x	x	x	x	x	x	x	-	x	-	-	x	-	x
41(2)	x	x	x	-	-	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x
42(1)	x	-	x	x	-	x	x	x	x	x	x	x	x	x	-	-	-	-	x	-	-
42(2)	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	-
43(1)	-	-	-	-	-	-	-	-	x	x	-	-	x	x	-	-	-	-	-	-	x
43(2)	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	-	x	x	x
44(1)	-	-	-	-	-	-	x	-	-	-	x	x	-	x	x	-	-	-	x	-	-
44(2)	x	-	x	x	-	x	-	-	-	x	x	x	x	x	x	x	x	-	x	x	-

STU-	FINE MOTOR:										GROSS MOTOR:										
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
45(1)	-	-	-	-	-	-	-	-	x	-	x	-	x	x	-	-	-	-	-	-	x
45(2)	x	x	x	x	x	-	-	-	x	-	x	x	x	x	x	x	x	-	x	x	x
46(1)	-	-	-	-	-	-	-	-	x	-	-	-	x	x	-	-	-	-	x	-	x
46(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
47(1)	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	x	-	x
47(2)	x	x	x	x	-	-	-	-	x	-	x	-	x	x	x	x	x	-	x	x	x
48(1)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
48(2)	-	-	-	-	-	-	-	-	-	-	-	x	-	x	x	-	x	-	x	-	-
49(1)	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	x	-	x
49(2)	x	x	x	x	-	x	x	x	x	x	-	x	-	x	x	x	x	-	x	x	x
50(1)	x	-	-	-	-	x	-	-	x	-	-	x	-	-	-	-	-	-	x	-	x
50(2)	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	-	x	x	x
51(1)	x	-	-	-	-	x	-	-	x	-	x	-	x	-	-	-	-	-	x	x	x
51(2)	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	-	x	x	x
52(1)	x	-	-	-	x	x	-	-	x	-	x	-	x	-	-	-	-	-	x	-	x
52(2)	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	-	x	x	x
53(1)	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	x
53(2)	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	-	x	x	x
54(1)	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	x
54(2)	x	x	-	x	-	x	x	x	x	-	-	-	-	-	x	x	-	-	x	-	x
55(1)	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-
55(2)	x	-	x	x	-	-	-	-	x	-	-	-	-	-	x	x	x	-	x	x	-
56(1)	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-
56(2)	x	-	-	x	-	-	-	-	-	-	x	-	x	-	x	x	x	-	x	x	-
57(1)	x	x	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	x	-	x
57(2)	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	-	x	-	x
58(1)	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	x
58(2)	x	x	x	x	-	-	-	-	x	-	-	-	x	-	x	x	x	-	x	x	x
59(1)	-	-	-	-	-	-	-	-	-	-	x	-	x	-	-	-	-	-	x	-	-
59(2)	x	-	-	-	-	-	-	-	-	-	x	x	x	x	x	x	x	-	x	x	-
60(1)	-	-	-	-	-	-	-	-	-	x	-	x	x	x	-	-	-	-	x	-	x
60(2)	x	x	x	x	x	-	-	-	-	x	-	x	x	x	x	x	x	-	x	x	x
61(1)	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	x
61(2)	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	-	x	x	x

STU-	FINE MOTOR:										GROSS MOTOR:										
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
62(1)	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	x	-	x
62(2)	x	x	x	x	-	-	-	-	x	-	-	x	-	-	x	x	-	x	x	x	x
63(1)	-	-	-	-	-	-	-	-	-	-	-	x	x	x	-	-	-	-	x	-	-
63(2)	x	-	-	-	-	-	-	-	-	-	x	x	x	x	x	x	x	-	x	x	-
64(1)	x	x	x	x	-	x	-	-	-	-	x	-	-	x	-	-	-	-	-	-	x
64(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
65(1)	-	x	-	-	-	x	-	-	-	-	x	-	-	x	-	-	-	-	x	-	x
65(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x
66(1)	x	x	x	-	-	x	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
66(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x
67(1)	x	x	-	-	-	x	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
67(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
68(1)	x	x	x	x	x	x	x	-	-	-	x	-	x	x	-	-	x	-	x	-	x
68(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
69(1)	x	x	x	x	x	x	x	-	-	-	x	x	x	-	-	-	x	-	x	-	x
69(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
70(1)	-	-	-	-	-	x	-	-	-	-	x	-	-	-	-	-	-	-	x	-	-
70(2)	x	-	-	-	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	-
71(1)	x	x	x	x	x	x	x	-	-	x	x	x	x	x	-	-	-	-	x	-	x
71(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
72(1)	x	x	x	x	x	x	x	-	-	x	x	x	x	x	-	-	-	x	x	-	x
72(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
73(1)	x	x	-	-	-	-	-	-	-	-	-	x	-	x	x	-	-	-	x	-	x
73(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
74(1)	x	-	x	x	-	x	-	-	-	-	-	x	-	x	-	-	-	-	x	-	x
74(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
75(1)	x	x	x	x	-	x	-	-	-	-	-	-	x	-	-	-	x	-	x	-	x
75(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
76(1)	x	x	x	x	-	x	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
76(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	-	x
77(1)	x	-	-	-	-	x	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
77(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
78(1)	x	-	-	-	-	x	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
78(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x

STU-	FINE MOTOR:										GROSS MOTOR:										
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
79(1)	x	x	x	x	-	x	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
79(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x
80(1)	x	-	-	-	-	x	-	-	-	-	x	-	x	x	-	-	-	-	-	-	x
80(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
81(1)	x	x	x	x	-	x	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
81(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
82(1)	x	-	-	-	-	-	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
82(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
83(1)	x	-	-	-	-	x	-	-	x	x	-	-	x	x	-	-	-	-	x	-	x
83(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
84(1)	x	x	x	x	-	-	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x
84(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
85(1)	-	-	-	-	-	-	-	-	x	x	-	-	x	x	-	-	-	-	x	-	-
85(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	-
86(1)	x	-	-	-	-	x	-	-	x	x	-	-	x	x	-	-	-	-	-	-	x
86(2)	x	x	x	x	x	x	x	x	x	x	-	-	x	x	x	x	x	-	x	x	x
87(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	-	-	-	x	-	-
87(2)	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	-	x	x	x
88(1)	x	x	-	-	-	x	-	-	x	x	x	x	x	x	-	x	-	-	x	x	x
88(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
89(1)	x	x	-	-	-	x	-	-	x	x	x	x	x	x	-	x	-	-	x	x	x
89(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
90(1)	x	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-
90(2)	x	x	x	x	x	x	x	x	x	x	-	-	-	-	x	x	x	-	x	x	-
91(1)	x	-	-	-	-	x	-	x	x	x	x	x	x	x	-	-	-	-	x	-	x
91(2)	x	x	x	x	-	x	-	x	x	x	x	x	x	x	x	x	x	-	x	x	x
92(1)	x	-	-	-	-	-	-	-	-	x	-	x	x	-	-	-	-	-	-	x	-
92(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
93(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	x	-	-	-	x	-	-
93(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	-
94(1)	x	-	-	-	-	-	-	-	-	x	x	x	x	x	x	-	-	-	x	-	-
94(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
95(1)	x	x	x	x	-	x	-	-	-	x	x	x	x	x	x	-	-	-	x	-	x
95(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x

STU-	FINE MOTOR:										GROSS MOTOR:										
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
96(1)	x	x	x	x	-	x	-	-	-	x	x	-	x	x	-	-	-	-	x	-	x
96(2)	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
97(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	x	-	-	-	x	-	x
97(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
98(1)	x	-	-	-	-	-	-	-	-	x	-	-	x	x	-	-	-	-	-	-	-
98(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
99(1)	x	-	-	-	-	x	-	-	-	x	-	-	x	x	-	-	-	-	-	-	x
99(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
100(1)	-	-	-	-	-	-	-	-	-	-	-	x	-	x	-	-	x	-	-	-	-
100(2)	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	-	x	x	-
101(1)	x	-	-	-	-	x	-	-	x	x	x	x	x	x	-	-	-	-	-	-	x
101(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
102(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	-	x	-	x	-	x
102(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
103(1)	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	x
103(2)	x	x	x	x	x	x	x	x	x	x	-	-	-	-	x	x	x	x	x	x	x
104(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	x	x	-	x	x	x
104(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
105(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	x	x	--	x	x	x
105(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
106 (Moved)																					
107(1)	x	-	-	-	x	x	x	x	x	x	-	-	-	-	x	x	-	x	x	x	x
107(2)	x	-	-	-	x	x	x	x	x	x	-	-	-	-	x	x	-	x	x	x	x
108(1)	x	x	x	x	-	x	-	x	x	x	x	x	x	x	-	-	-	-	x	-	x
108(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
109(1)	-	-	-	-	-	-	-	-	-	-	x	-	x	x	-	-	-	-	-	-	-x
109(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x
110(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x
110(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
111(1)	x	x	x	x	-	x	-	-	x	x	-	-	x	x	-	-	-	-	x	-	x
111(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
112(1)	x	x	x	x	-	x	-	-	-	-	x	x	x	x	-	-	-	-	x	-	x
112(2)	x	x	x	x	x	x	x	x	-	-	x	x	x	x	x	x	-	x	x	x	x

STU-	FINE MOTOR:								GROSS MOTOR:												
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
113(1)	x	-	-	-	-	x	-	-	x	x	-	-	-	-	-	-	-	-	-	-	x
113(2)	x	x	x	x	x	x	x	x	x	x	x	-	-	x	x	-	x	-	x	x	x
114(1)	x	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-
114(2)	x	-	-	-	x	x	x	x	-	-	-	-	-	x	-	x	-	x	x	x	x
115(1)	x	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-
115(2)	x	-	-	-	-	x	x	x	x	-	x	-	-	x	x	x	x	x	x	x	x
116(1)	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x
116(2)	x	x	-	x	x	x	-	-	-	-	-	-	-	-	-	x	-	-	x	x	x
117 (Moved)																					
118(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x
118(2)	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x
119(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	x	x	-	-	x	x	x
119(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
120(1)	x	x	-	-	-	x	-	-	x	x	x	-	x	x	-	-	-	-	x	-	x
120(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
121(1)	x	-	-	-	-	x	-	-	x	x	x	-	x	x	-	-	-	-	x	-	x
121(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
122(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	-	x	-	x	-	x
122(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
123(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	-	x	x	x	-	x
123(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
124(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	x	x	x	-	x	x	x
124(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
125(1)	x	-	-	-	-	x	-	-	x	x	x	-	x	x	-	-	-	-	x	-	x
125(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
126(1)	x	x	x	x	-	x	-	-	x	x	-	x	x	x	-	-	-	-	x	-	x
126(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
127(1)	x	-	x	x	-	-	-	-	x	x	x	x	x	x	x	x	-	-	x	x	x
127(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
128(1)	-	-	-	-	-	-	-	-	-	x	-	-	x	x	-	-	-	-	-	-	x
128(2)	-	-	-	-	-	x	-	-	x	x	-	-	x	x	-	-	x	-	-	-	x
129(1)	x	-	-	-	-	-	-	-	x	x	-	-	x	x	-	-	-	-	-	-	x
129(2)	x	x	-	-	-	-	-	-	x	x	x	x	x	x	x	x	x	-	x	-	x

STU-	FINE MOTOR:										GROSS MOTOR:										
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
130(1)	x	-	-	-	-	-	-	-	-	x	x	x	-	-	-	-	-	-	-	-	-
130(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
131(1)	x	-	-	-	-	-	-	-	-	x	-	x	-	x	x	-	-	-	-	x	x
131(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
132(1)	x	x	x	x	-	x	-	-	x	x	-	-	x	x	x	x	-	-	x	x	x
132(2)	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x
133(1)	x	-	-	-	-	x	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x
133(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x
134(1)	x	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-
134(2)	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x
135(1)	x	-	-	-	-	x	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x
135(2)	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
136(1)	x	-	-	-	-	-	-	-	x	x	x	x	x	x	x	x	-	-	x	x	x
136(2)	x	-	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x
137(1)	x	-	-	-	-	x	-	-	x	x	x	x	x	x	x	x	-	-	x	x	x
137(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
138(1)	x	x	x	x	-	x	-	-	x	x	x	-	x	x	-	-	-	-	x	-	x
138(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
139(1)	x	-	-	-	-	x	-	-	x	x	x	x	x	x	x	x	-	-	x	x	x
139(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Appendix M

Kindergarten Prescreening Summary Form

CHAPMAN ELEMENTARY SCHOOL

Kindergarten SST Prescreening Summary Form

Student Name:_____Teacher:_____

Date of Birth:_____

INTELLIGENCE: K-BIT (Kaufman Brief Intelligence Test)

Date Administered:_____

Subtests:	Raw Score	Standard Score	%tile	Stanine
VOCABULARY	_____	_____	____%	_____
MATRICES	_____	_____	____%	_____
COMPOSITE	_____	_____	____%	_____

ACHIEVEMENT: SCREEN (Screening Children for Early Educational Needs)

Language	_____	_____	____%	_____
Reading	_____	_____	____%	_____
Writing	_____	_____	____%	_____
Math	_____	_____	____%	_____
ACHIEVEMENT QUOTIENT	_____	_____	____%	_____

BOEHM TEST OF BASIC CONCEPTS

Standard Student Performance Expectation: Knowledge of 25% of the basic concepts at the end of the kindergarten school year.

This students's performance :_____

Date:_____Comments:_____

_____

OTHER SCREENING DATA/INFORMATION:

Note: Document has been reduced.

Appendix N

Physical Education Objectives
Kindergarten Curriculum Guide

QCC	GKAP	GMSC	OBJECTIVE:
			PHYSICAL FITNESS
x		x	1. Participates in developmental activities related to:
			a. Strength
			b. Muscular Endurance
			c. Heart-lung Endurance
			d. Flexibility
			MOVEMENT SKILLS
x		x	1. Increase spatial awareness:
			a. General Space High Medium Low
			b. Personal Space High Medium Low
			c. Direction Left Right Forward Backward Up Down
			d. Pathways Straight Curved Zigzagged
x		x	2. Demonstrates an understanding of the relationship of their body to:
			a. Objects
			b. Individuals
			c. Groups... Near Far Over Under Alongside of In front of Behind Across from
x		x	3. Participates in weight supporting activities
			a. Balancing

Note: Document has been reduced

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OCC	GKAP	GMSC	OBJECTIVE:
X		X	4. Participates in activities that require the transfer of weight
			a. Starting
			b. Stopping
			c. Dodging
X		X	5. Performs basic locomotor skills
			a. Running
			b. Jumping
			c. Hopping
			d. Sliding
			e. Walking
			f. Rolling
X		X	6. Performs basic nonlocomotor skills
			a. Bending
			b. Stretching
			c. Curling
			d. Twisting
			e. Turning
			f. Swinging
			g. Swaying
X		X	7. Performs basic manipulative skills
			a. Grasping
			b. Releasing
			c. Throwing
			d. Catching
			e. Kicking
			f. Striking

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QCC	CKAP	CMSC	OBJECTIVE:
X		X	8. Demonstrates an understanding of the appropriate use of body parts
			a. Functional movement
			b. Expressive movement
			Head
			Ears, Eyes, Nose, Mouth, Chin, Neck
			Chest
			Elbow
			Wrist
			Abdomen
			Hips
			Shoulders
			Fingers/Thumb
			Seat
			Knees
			Toes/Soles
X		X	9. Demonstrates an awareness of the elements of movement
			a. Time
			Fast
			Slow
			b. Weight
			Light
			Heavy/Strong
			c. Space
			Direct
			Inflexible
			d. Flow
			Free
			Bound
X		X	10. Participates in fundamental and creative rhythmic activities
			a. Imagery
			b. Creation of dances to accompany stories/poems
			c. Expression of emotions
			d. Sequencing
X		X	11. Demonstrates how to:
			a. Compete
			b. Cooperate
			c. Succeed
			d. Deal with frustration
			e. Lead
			f. Follow
			g. Become...
			Responsible
			Expressive
			Creative
			Skilled

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Appendix O

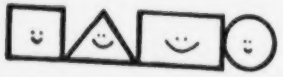
Kindergarten and First Grade
Fine and Gross Motor Skills Activity Room
Materials/Equipment Purchasing List

Distributor	Item Description	Quantity	Price
Lakeshore	Multi-angle Balance Beam	1	$119.00
"	Best Buy Trike	1	139.00
"	Math Toss	1	16.95
"	Giant Pattern Blocks	1	75.00
"	Hopscotch Carpet	1	49.95
"	Ring Toss	1	19.95
"	Beanbag Learning Center	1	165.00
"	Super Structure Set	1	95.00
"	Magnetic Mazes	1	44.50
"	Magnetic Mazes Holder	2	49.00
"	Lock & Stack Bricks	1	65.00
"	Dressing Sills Cube	1	55.00
"	Cooperative Play Labyrinth	2	158.00
"	Magnetic Marble Maze	1	29.95
"	Beginning Hammering Kit	3	59.85
"	Nuts & Bolts	3	14.85
"	Sand & Water Table	1	39.95
"	Water Play Kit	1	39.95
"	Replacement Hammering Board	3	10.50
"	Manipulative Table	2	358.00
"	Two-Way Balance Beam	1	63.00
"	Foam Block Universal Set	1	295.00
"	Lego Basic Set	1	36.60
Wal Mart	Tee Ball, Bat & Stand	4	67.80
"	Giant Waffle Structure Set	4	51.80
"	Mini-Basketball Goal/Stand	1	45.00
"	Storage Baskets	12	24.00
Sportime	Toss 'N Learn Target	1	46.95
"	Fabric Alpha Dots	1	16.50
"	Fabric Number Dots	1	6.50
"	Fabric Color Dots	1	5.25
"	Mini-Gym I Nee	1	99.95
"	Rubber Horseshoes	1	13.95
"	Squeeze Balls	6	17.70
"	Crazy Feet Maze	1	59.00
Home Depot	Bag of Play Sand	2	10.00
Total *(Shipping not included)			$2,402.40

Funding Sources:

Cherokee County School System $ 716.00
Chapman Elementary School.....1,521.80
Other (Donations, etc.....164.60

PRESCHOOL PARENT QUESTIONNAIRE



Child's Name: _____

Dear Parent:

We are committed to plan the best developmental program for your child as he/she begins kindergarten with us. Please respond to these statements based on how you see your child.

DEVELOPMENTAL CHARACTERISTIC:	HAVE NOT OBSERVED AT ALL	HAVE OBSERVED OCCASIONALLY	HAVE OBSERVED FREQUENTLY
Part 1: Large Muscle Skills	(Circle Best Response)		
1. Throws a ball overhand	x	x	x
2. Catches a ball	x	x	x
3. Rides a tricycle with pedals	x	x	x
4. Stands on one foot for 5 seconds	x	x	x
5. Jumps off a step and lands on both feet	x	x	x
Part 2: Small Muscle Skills	(Circle Best Response)		
1. Uses thumb and forefinger to grasp a pencil or crayon	x	x	x
2. Enjoys drawing and scribbling	x	x	x
3. Uses scissors to cut paper in half	x	x	x
4. Can copy a simple shape	x	x	x
5. Can complete a simple puzzle:			
-5 pieces	x	x	x
-10 pieces	x	x	x
Part 3: Cognitive Thinking	(Circle Best Response)		
1. Enjoys looking at books	x	x	x
2. Can stack 10 blocks	x	x	x
3. Can match two colors	x	x	x
4. Knows a penny, nickle, & dime when shown	x	x	x
5. Knows a square, circle, & triangle when shown	x	x	x
Part 4: Expressive language Skills	(Circle Best Response)		
1. Speaks in complete sentences	x	x	x
2. Is easily understood by people other than family members	x	x	x
3. When asked, can tell you:			
-first name	x	x	x
-last name	x	x	x
4. Is willing to talk:			
-when asked a question	x	x	x
-to express a physical need (hungry, tired, etc.)	x	x	x

DEVELOPMENTAL CHARACTERISTIC:	HAVE NOT OBSERVED AT ALL	HAVE OBSERVED OCCASIONALLY	HAVE OBSERVED FREQUENTLY
Part 5: Social/Emotional	(Circle Best Response)		
1. Can sit and complete an activity without becoming fidgety	x	x	x
2. Is easily frustrated when trying something new	x	x	x
3. Can follow simple directions	x	x	x
4. Crys when separated from parent(s)	x	x	x
5. Demands adult attention	x	x	x
6. Can play: -independently	x	x	x
-with others	x	x	x
7. Will share toys, etc. with others	x	x	x
Part 6: Self-help Skills	(Circle Best Response)		
1. Uses restroom independently	x	x	x
2. Can dress self:			
-knows front of shirt/top	x	x	x
-can zip or snap pants	x	x	x
-puts on socks & shoes	x	x	x
3. Can eat with a spoon and fork	x	x	x

Part 7: General

1. Did you child attend preschool? ____Yes ____No
   If Yes, Where? _____
   How long? _____
2. What are your child's favorite toys?

3. What are you child's favorite TV shows?

4. How much time does you child spend outside daily? _____
5. Does you child have regular chores at home? ___Yes ___No
   -If yes, what are they:

   -Are they usually completed? ___Usually ___Sometimes
6. My child needs _____hours of sleep to wake up rested.

Note: Document has been reduced.

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Appendix Q

Student Support Team
Annual Summary Report Form

SST ANNUAL SUMMARY REPORT

STUDENT:_____GRADE:____ SCHOOL YEAR_____

STUDENT STATUS FOR UPCOMING SCHOOL YEAR: PROMOTE PLACE RETAIN
(Circle)

STUDENT IS BEING SERVED BY: CHAPTER I REP SPEECH SPECIAL ED
(Circle all that apply)

General Information: (Circle best response or write a comment)

1. Was attendance a problem? YES NO
   COMMENT:_____
2. Was the student referred
   the school counselor? YES NO
   COMMENT:_____
3. Was the student referred
   for prescreening? -ADD/ADHD YES NO
   RESULT:_____
   -ACADEMIC YES NO
   RESULT:_____ -BEHAVIOR YES NO
   RESULT:_____
4. Was the student referred
   for special ed testing? YES NO
   RESULT:_____
5. Describe the parent support you received during the school year along with specific strategies that were implemented between you and the parent to assist with this student's learning and/or behavior problems.

_____

_____

_____

_____

_____

SPECIFIC STUDENT INTERVENTION INFORMATION:

1. Summarize the progress you have experienced with this student as a result of implemented strategies.

_____

_____

_____

_____

_____

_____

Note: Document has been reduced.

2. Identify the teacher strategies and or student interventions that, when implemented, created POSITIVE IMPROVEMENT with the students's learning or behavior problem.

STRATEGY/INTERVENTION	DURATION	HOW YOU MEASURED IMPROVEMENT
a.		
b.		
c.		
d.		
e.		
f.		
g.		

3. RECOMMENDATIONS to the receiving teacher for continued student student improvement. (Please be specific)

Appendix R

Summary Data of Kindergarten Students
1992-1993 School Year

Legend:

x = yes
D = Dismissed from SST
B = Referred to SST for Behavior Problem
L = Referred to SST for Learning Problem
P = Parent Contact
S = SCREEN administered
SpEd = Special Education
Residence = T-Trailer Park, S-Subdivision, R-Rural
I,II,III,IV, V = Sections of the GKAP

STUDENT	SEX	AGE	RESI-DENCE	F/R LUNCH	DEV DELAY	NO PRE SCHOOL	SST	GKAP NON MASTERY
1	M	5.6	S			x		
2	M	5.10	T	F		x		
3	M	5.4	S					
4	F	5.3	T		x	x	SPED/L/P	
5	M	5.9	S					
6	F	5.2	S					
7	M	5.0	S	F		x	x/L/P/S	x/I
8	F	5.4	S		x	x		
9	M	5.7	S					
10	F	5.6	S					
11	M	5.7	S					
12	F	5.7	R	F	x	x	D/L/P	
13	F	5.11	S					
14	F	5.2	R					
15	F	5.8	S			x		
16	F	5.5	T				D/L/P	
17	F	5.0	S			x		
18	F	5.1	S			x		
19	M	5.1	T				D/L/P	
20	F	5.2	T					
21	F	5.3	T		x	x	x/L/P/S	x/I
22	F	5.0	S			x		
23	M	5.2	S			x		
24	M	5.6	S			x		
25	M	5.9	S			x	x/L/P/S	x/II
26	F	5.2	T			x		
27	F	5.1	T			x		
28	F	5.2	S					
29	F	5.5	S			x		
30	M	5.1	S			x		
31	M	5.1	T					
32	M	5.4	S	R				

STUDENT	SEX	AGE	RESI-DENCE	F/R LUNCH	DEV DELAY	NO PRE SCHOOL	SST	GKAP NON MASTERY
33	F	5.11	S			x		
34	M	5.7	T			x		
35	F	5.4	S			x		
36	F	5.4	S			x		
37	F	5.2	S			x		
38	M	5.1	S	F		x		
39	M	5.7	S			x		
40	M	5.5	T			x		
41	F	5.8	T			x		
42	M	5.4	T			x		
43	F	5.9	S					
44	M	5.7	S	F			D/B/P/S	
45	F	5.2	T					
46	F	5.6	S					
47	M	5.5	T			x		
48	M	5.0	S		x			
49	M	5.6	S					
50	F	8.0	T	F	x	x	D/B/P/S	x/V
51	F	5.7	S			x		
52	M	5.3	S					
53	F	5.0	S			x	D/B/P/S	
54	M	5.3	S			x		
55	M	5.9	S					
56	M	5.8	T		x	x	x/L/P/S	
57	F	5.3	S					
58	F	5.0	S			x		
59	M	5.3	T	R		x		
60	M	5.4	R					
61	M	5.5	T	F		x	D/L/P	
62	F	5.10	R		x	x	x/L/P/S	
63(R'92)	M	6.0	S		x	x	x/L/P/S	
64	F	5.11	S	R		x		
65	F	5.7	T	F	x	x	D/L/P	x/IV
66	F	5.11	T	R		x		
67	F	5.0	T	F		x		x/IV
68	M	5.7	S					
69	F	5.10	R	F			D/B/P/S	
70	M	5.1	T			x		
71	F	5.8	S					
72	M	5.9	S					
73	M	5.1	T	R		x		
74	F	5.2	S	F				
75	F	5.10	T	F		x		
76	M	5.8	S					
77	M	5.5	S					
78	M	5.3	S					
79	F	5.5	S			x	D/L/P	
80	M	5.11	T			x		
81	F	5.11	T			x		

STUDENT	SEX	AGE	RESI-DENCE	F/R LUNCH	DEV DELAY	NO PRE SCHOOL	SST	GKAP NON MASTERY
82	M	5.7	T				x/L/P/S	
83	M	5.2	S			x	x/L/P/S	
84	M	5.11	R					
85	M	5.11	S	F		x		x/IV
86	F	5.10	T	R		x		
87	M	5.2	T			x	D/L/P	
88	F	5.10	S					
89	M	5.0	S					
90	F	5.2	T	R		x		
91	F	5.4	T			x	D/L/P/S	
92	M	5.5	S					x/IV
93	M	5.4	S					
94	M	5.11	T			x	D/L/P/S	x/II
95	F	5.0	S					
96	M	5.8	T	R				
97	M	5.4	S					
98	F	5.9	S			x		
99	M	5.2	S				x/L/P/S	
100	F	5.2	T	F	x	x	x/L/P/S	
101	F	5.8	T	F			D/L/P	
102	F	5.6						
103	M	5.0	s					
104	M	5.10	S					
105	M	5.10	S					
106	M	5.8	T	F	x	x	D/L/P	
107	M	5.5	S	F				
108	M	5.4	S				x/L/P/S	x/I
109	M	5.2	S	F		x	x/L/P/S	x/I
110	M	5.8	S					
111	M	5.2	S			x	D/B/P/S	x/IV
112	M	5.6	S					
113	F	5.4	S					
114	F	5.7	T	F		x		x/IV
115	F	5.0	S			x	D/B/P/S	x/III
116	F	5.10	S		x	x	D/L/P/S	x/I,II
117	M	5.8	T	F		x		
118	F	5.10	S					
119	M	5.8	S					
120	F	5.1	S					
121	F	5.4	S					
122	F	5.8	S					
123	F	5.5	S					
124	F	5.6	S	F		x		
125	M	5.2	S		x	x		
126	F	5.8	T	F		x		
127	M	5.9	T					
128	M	5.7	S			x		
129	M	5.1	R	F	x	x		
130	F	5.4	T			x		

STUDENT	SEX	AGE	RESI-DENCE	F/R LUNCH	DEV DELAY	NO PRE SCHOOL	SST	GKAP NON MASTERY
131	M	5.4	T			x		
132	F	5.8	R					
133	M	5.10	R			x	D/L/P	
134	F	5.0	T	F		x		
135	F	5.6	R					
136	M	5.7	S					
137	M	5.9	S					
138	F	5.11	T	R		x		
139	M	5.10	T	F				

Appendix S

Summary Data of First-Grade Students
Demonstrating Below Level Skills in Reading,
Mathematics, and Writing
(1991-1992 Kindergarten Class)

Legend:

WD - Withdrew From School
X - Below Grade Level Skills
1 - First Quarter of the Grading Period
2 - Second Quarter of the Grading Period
3 - Third Quarter of the Grading Period
4 - Fourth Quarter of the Grading Period
R - Retained
SPED - Special Education

STUDENT	GKAP	SST	Reading 1991 1992				Reading 1992 1993				Writing 1991 1992				Writing 1992 1993				Mathematics 1992 1993			
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1		x																				
2	x		x	x	x	x																
3																						
4		x	x	x				x	x	x											x	x
5																						
6																						
7	(WD '92-93)																					
8																						
9																						
10								x													x	
11																x						
12																						
13																						
14																						
15															x	x						
16	(WD '92-93)																					
17																						
18																						
19		x																				
20																						
21		x																				
22			x	x	x	x																
23		x																				
24	(WD '92-93																					
25	(WD '92-93)																					
26	x		x	x	x	x									x	x	x	x				
27	(WD '92-93)																					
28	R/93 x	x		x			x	x	x	x						x						
29															x	x						

STUDENT	GKAP	SST	Reading 1991 1992				Reading 1992 1993				Writing 1991 1992				Writing 1992 1993				Mathematics 1992 1993			
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
30																						
31	(WD '92-93)																					
32																						
33	x	x													x	x						
34																						
35																						
36	x	x	x	x	x	x																
37	x	x																				
38	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
39																						
40																						
41		x	x	x	x	x	x	x	x	x												
42		x																				
43		x																				
44																						
45		x	x	x	x	x	x	x	x	x												
46																						
47																						
48																						
49	x	x	x	x	x	x																
50	x	x	x	x	x	x										x						
51																						
52																x						
53																						
54																						
55																						
56																						
57																						
58																						
59																						
60		x	x	x	x	x		x	x													
61																						
62	R/93	x						x	x	x						x						
63			x	x	x	x																
64																						
65	x		x	x	x	x		x														
66	x	x						x	x													
67	R/93	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						
68			x	x	x	x					x	x	x	x								
69																						
70	x	x	x	x	x	x		x	x	x	x	x	x	x								
71		x	x	x	x	x		x	x													
72		x	x	x	x	x		x														
73	x		x	x	x	x		x	x													
74																						
75																						
76																						

233

STUDENT	GKAP	SST	Reading 1991 1992				Reading 1992 1993				Writing 1991 1992				Writing 1992 1993				Mathematics 1992 1993			
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
77		x	x	x	x	x		x														
78		x				x		x	x													
79(WD '92-93)																						
80																						
81		x						x														
82																						
83		x			x	x		x														
84	x	x	x	x	x	x		x			x	x	x	x								
85	x	x	x	x	x	x					x	x	x	x					x	x		
86	x	x		x	x	x										x						
87		x																				
88						x		x														
89	x		x	x	x	x					x	x	x	x								
90 R/93	x	(SPED)	x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	
91 R/93	x	(SPED)	x	x	x	x	x	x	x	x									x	x	x	x
92																						
93	x	x							x													
94	x					x																
95	x	(SP ED)				x	x	x	x	x						x	x					
96			x																			
97																						
98																						
99(WD '92-93)																						
100																						
101																						
102																						
103																						
104	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						
105							x	x														
106			x	x	x	x																
107							x	x								x						
108	x	x	x	x	x	x		x														
109	x	x						x	x													
110				x	x	x		x														
111																						
112																						
113 R/93	x	(SPED)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
114 R/93	x	(SPED)	x	x	x	x	x	x			x	x	x	x	x	x			x	x		
115(WD '92-93)																						
116(WD '92-93)																						
117(WD '92-93)																						
118								x														
119																						
120 (Self-contained Special Ed '91-92)																						
121																						
122		x														x						

STUDENT	GKAP	SST	Reading 1991 1992				Reading 1992 1993				Writing 1991 1992				Writing 1992 1993				Mathematics 1992 1993			
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
123															x							
124		x																				
125																						
126											x	x	x	x	x							
127																						
128			x																			
129		x						x	x	x												
130																						
131																						
132																						
133																						
134					x																	
135																						
136																						
137	R/93	x	x		x	x		x	x	x	x				x		x					
138		x	x					x	x	x												
139		x	x		x	x	x	x														
140								x														
141																						
142																						
143	(WD '92-93)																					
144		x																				
145		x																				
146																						
147																						
148																						
149	R/93	x	x		x	x	x	x	x	x	x	x										
150		x																				
151																						
152						x	x															
153	(WD '92-93)																					
154																						
155		x				x																
156																						
157																						
158																						
159																						
160		x	x	x	x	x	x															
161																						
162			x			x	x															
163																						
164			x			x	x															

231

Appendix T

1992-1993 Summary Data of First-Grade
Student Support Team Referrals, Screening Data,
Chapter I Students, Special Education Students, and
Students Identified With Developmental Delays

Legend:

x - Identified by Kindergarten (1991-1992)
*x - Identified by First Grade
D - Dismissed from SST
P - Parent Contact
T - Tested/Did Not Qualify for Special Education
BD - Behavior Disorders/Special Education
LD - Learning Disables/Special Education
PT - Physical Therapy/Special Education
SLP - Speech Language Pathology/Special Education
MID - Mildly Mentally Disabled/Special Education

STUDENT	DEV DELAY	NO PRE SCHOOL	GKAP NON MASTER	SST	CHAPTER I	SPECIAL EDUCATION	SCREEN I.Q.
1	-	x	-	D/P	-	-	
4	*x	-	-	*x/P	*x	-	91
19	-	x	-	D/P	-	-	
21	x	-	x	D/P	-	-	
23	-	-	-	D/P	-	SLP	
28 R/93	*x	-	-	*x/P	-	-	100
29	*x	x	-	-	-	-	
33	*x	-	-	D/P	-	PT	
36	-	-	-	x/P	*x	SLP	
37	x	x	x	x/P	-	-	
38	x	-	x	x/P	*x	-	87
41	x	x	x	x/P	*x	-	
42	x	-	-	D/P	-	-	
43	x	-	-	x/P	*x	-	
44	x	x	-	-	*x	-	
45	-	x	-	*x/P	-	-	116
49	-	-	x	*x/P	*x	-	
50	x	-	x	*D/P	-	T	99
60	*x	-	-	-	-	-	
62R/93	*x	x	-	*x/P	-	-	
65	*x	-	x	-	-	-	
66	x	-	x	*x/P	-	-	107
67	*x	-	-	*x/P	*x	-	97
70	x	x	x	*x/P	*x	-	
71	*x	-	-	*D/P	-	SLP	
72	*x	-	-	x/P	-	T	88
73	*x	x	x	-	-	-	
77	*x	x	x	-	-	-	
78	*x	x	-	*x/P	*x	-	

STUDENT		DEV DELAY	NO PRE SCHOOL	GKAP NON MASTER	SST	CHAPTER I	SPECIAL EDUCATION	SCREEN I.Q.
81		*x	x	-	*x/P	-	-	
83		*x	-	-	*x/P	-	-	
84		x	x	x	*x/P	*x	-	
85		x	x	x	x/P	*x	-	
86		*x	x	x	*x/P	-	-	
87		-	x	-	*x/P	-	SLP	
88		*x	x	-	-	-	-	
90	R/93	x	x	x	D/P	-	LD	97
91	R/93	x	x	x	D/P	*x	SCMID	70
95		x	x	x	D/P	-	SLP/BD	105
104		x	x	x	x/P	*x	-	97
105		*x	-	-	-	-	-	
107		*x	x	-	-	-	-	
108		x	x	x	D/P	-	SLP	
109		x	x	x	D/P	-	-	
110		*x	x	-	-	-	-	
113		*x	x	x	D/P	-	SLP/LD	95
114	R/93	x	x	x	D/P	-	BD	99
118		*x	x	-	-	-	-	
121		*x	-	-	-	-	-	
122		*x	x	-	*x/P	*x	-	
124		-	x	-	x/P	*x	-	
126		*x	-	-	-	-	-	
129		*x	x	-	*x/P	*x	-	
137		*x	x	x	x/P	*x	-	102
138		*x	x	x	*x/P	-	-	
139		x	x	x	x/P	-	-	
140		*x	x	-	-	-	-	
149		*x	x	x	D/P	-	T	96
160		x	x	x	D/P	-	SLP/T	106
162		*x	-	-	*x/P	-	SLP	113
164		*x	-	-	*x/P	*x	-	

Appendix U

Student Support Team
Monthly Report Form

SST MONTHLY REPORT

STUDENT:_____GRADE:____ Month/Year _____

STUDENT IS BEING SERVED BY: CHAPTER I REP SPEECH SPECIAL ED
(Circle all that apply)

General Information: (Circle best response or write a comment)

1. Was attendance a problem? YES NO
   COMMENT:_____
2. Was the student referred the school counselor? YES NO
   COMMENT:_____
3. Was the student referred for prescreening?
   -ADD/ADHD YES NO
   RESULT:_____
   -ACADEMIC YES NO
   RESULT:_____
   -BEHAVIOR YES NO
   RESULT:_____
4. Was the student referred for special ed testing? YES NO
   RESULT:_____
5. Describe the communication you have had with this child's parent and the result of this communication during this month.

SPECIFIC STUDENT INTERVENTION INFORMATION:

IDENTIFY three strategies you have implemented to improve this student's performance in school.

1._____

2._____

3._____

Note: Document has been reduced.

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STARTEGY 1.

Goal	Strategy Implemented / Duration	Outcome

STRATEGY 2.

Goal	Strategy Implemented / Duration	Outcome

STRATEGY 3.

Goal	Strategy Implemented / Duration	Outcome

COMMITTEE RECOMMENDATIONS:

Committee Members present:

STU-	FINE MOTOR:								GROSS MOTOR:												
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
10(1)	x	x	x	x	x	x	-	-	x	x	x	x	x	x	-	x	x	x	x	x	x
(2)	x	x	x	x	x	x	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
11(1)	-	x	x	x	x	x	-	-	x	x	x	x	-	x	-	x	x	x	x	x	-
(2)	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
12(1)	-	x	x	x	x	x	-	-	x	x	x	-	-	x	-	x	x	x	x	x	x
(2)	-	x	x	x	x	x	x	-	x	x	x	-	-	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	-	x	-	x	x	x	x	x	x	x	x	x	x	x	-
13(1)	-	x	x	x	x	x	-	-	x	x	x	x	-	x	-	x	x	x	x	x	x
(2)	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
14(1)	-	x	x	-	x	x	-	-	x	x	x	x	-	x	-	x	-	-	x	x	x
(2)	-	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	-	-	x	x	x	x	x	x	x	x	x	x	-	x
16(1)	-	x	x	x	-	-	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x
(2)	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	-	x	x	x	x	-	x	x	x	x	x	x	-	-
18(1)	x	x	x	x	x	x	-	-	x	x	x	x	x	x	-	-	-	-	-	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
19(1)	x	x	x	x	x	x	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
21(1)	-	-	-	-	-	-	-	-	x	x	-	-	-	-	-	-	-	-	-	-	x
(2)	-	-	-	-	-	-	-	-	x	x	x	x	x	x	x	x	x	x	x	-	x
(3)	x	x	x	-	x	x	-	x	-	x	x	x	-	x	x	x	x	x	x	-	x
23(1)	x	x	x	-	x	x	x	-	x	x	x	x	x	x	-	x	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
24(1)	x	-	-	-	-	x	-	-	x	x	x	x	x	x	-	-	-	-	-	-	x
(2)	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
25(1)	x	-	-	-	-	-	-	-	x	x	x	-	-	x	-	-	-	-	-	-	x
(2)	x	-	-	-	-	-	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	-	-	-	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x

STU-	FINE MOTOR:								GROSS MOTOR:												
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
26(1)	x	-	-	-	-	-	-	-	x	x	x	x	x	x	-	-	-	-	-	-	x
(2)	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
27(1)	x	-	-	-	-	-	-	-	x	x	x	x	x	x	-	-	-	-	-	-	x
(2)	x	-	-	-	-	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	-	x	x	x
28(1)	x	x	x	-	-	-	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
30(1)	x	x	x	-	-	x	-	-	x	x	x	x	x	x	-	-	-	-	-	-	x
(2)	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x
31(1)	x	x	x	-	-	x	-	-	x	-	-	-	-	-	-	-	-	-	-	-	x
(2)	x	x	x	-	-	x	x	x	x	x	x	x	x	x	x	x	x	-	-	-	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	-	x
34(1)	x	x	-	-	-	-	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x
(2)	x	x	-	-	x	-	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
36(1)	x	-	-	-	-	-	-	-	x	-	-	-	x	x	-	-	-	-	x	-	x
(2)	x	-	-	-	-	-	-	-	x	-	-	-	x	x	x	-	x	x	x	-	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x
39(1)	x	x	-	-	-	x	x	x	x	x	x	-	x	x	-	-	x	-	-	-	x
(2)	x	x	x	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
41(1)	x	-	-	-	-	x	-	x	x	x	x	x	x	x	-	x	-	-	x	-	x
(2)	x	x	x	-	-	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
43(1)	-	-	-	-	-	-	-	-	x	x	-	-	x	x	-	-	-	-	-	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
45(1)	-	-	-	-	-	-	-	-	x	-	x	-	x	x	-	-	-	-	-	-	x
(2)	x	x	x	x	x	-	-	-	x	-	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
46(1)	-	-	-	-	-	-	-	-	x	-	-	-	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

STU-	FINE MOTOR:										GROSS MOTOR:										
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
47(1)	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	x	-	x
(2)	x	x	x	x	-	-	-	-	x	-	x	-	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
48(1)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(2)	-	-	-	-	-	-	-	-	-	-	-	x	-	x	x	-	x	-	x	-	-
(3)	x	x	-	-	x	x	x	-	x	x	x	x	x	x	x	x	x	x	-	-	-
51(1)	x	-	-	-	-	x	-	-	x	-	x	-	x	-	-	-	-	-	x	x	x
(2)	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
54(1)	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	x
(2)	x	x	-	x	-	x	x	x	x	-	-	-	-	-	x	x	-	-	x	-	x
(3)	x	-	-	-	-	x	x	-	x	x	x	x	x	x	x	x	-	x	x	x	x
55(1)	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-
(2)	x	-	x	x	-	-	-	-	x	-	-	-	-	-	x	x	x	-	x	x	-
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-
56(1)	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-
(2)	x	-	-	x	-	-	-	-	-	-	x	-	x	-	x	x	x	-	x	x	-
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	-
57(1)	x	x	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	-	x	-	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
58(1)	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	x
(2)	x	x	x	x	-	-	-	-	x	-	-	-	x	-	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
60(1)	-	-	-	-	-	-	-	-	-	x	-	x	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	-	-	-	-	x	-	x	x	x	x	x	x	-	x	x	x
(3)	x	-	-	-	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x
61(1)	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	x
(2)	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x
62(1)	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	x	-	x
(2)	x	x	x	x	-	-	-	-	x	-	-	x	-	-	x	x	-	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
63(1)	-	-	-	-	-	-	-	-	-	-	-	x	x	x	-	-	-	-	x	-	-
(2)	x	-	-	-	-	-	-	-	-	-	x	x	x	x	x	x	x	-	x	x	-
(3)	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x

STU-	FINE MOTOR:										GROSS MOTOR:										
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
64(1)	x	x	x	x	-	x	-	-	-	-	x	-	-	x	-	-	-	-	-	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
66(1)	x	x	x	-	-	x	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
67(1)	x	x	-	-	-	x	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	-	x	x	x	x
68(1)	x	x	x	x	x	x	x	-	-	-	x	-	x	x	-	-	x	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x
69(1)	x	x	x	x	x	x	x	-	-	-	x	x	x	-	-	-	x	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
70(1)	-	-	-	-	-	x	-	-	-	-	x	-	-	-	-	-	-	-	x	-	-
(2)	x	-	-	-	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	-
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x
71(1)	x	x	x	x	x	x	x	-	-	x	x	x	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
72(1)	x	x	x	x	x	x	x	-	-	x	x	x	x	x	-	-	-	x	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
73(1)	x	x	-	-	-	-	-	-	-	-	-	x	-	x	x	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
74(1)	x	-	x	x	-	x	-	-	-	-	-	x	-	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
76(1)	x	x	x	x	-	x	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	-	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
77(1)	x	-	-	-	-	x	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

240

STU-DENT	FINE MOTOR: 1	2	3	4	5	6	7	8	9	10	GROSS MOTOR: 11	12	13	14	15	16	17	18	19	20	21
78(1)	x	-	-	-	-	x	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
79(1)	x	x	x	-	x	-	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
80(1)	x	-	-	-	-	x	-	-	-	-	x	-	x	x	-	-	-	-	-	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
81(1)	x	x	x	-	x	-	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
82(1)	x	-	-	-	-	-	-	-	-	-	x	-	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
83(1)	x	-	-	-	-	x	-	-	x	x	-	-	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
84(1)	x	x	x	x	-	-	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
85(1)	-	-	-	-	-	-	-	-	x	x	-	-	x	x	-	-	-	-	x	-	-
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	-
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
86(1)	x	-	-	-	-	x	-	-	x	x	-	-	x	x	-	-	-	-	-	-	x
(2)	x	x	x	x	x	x	x	x	x	x	-	-	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
88(1)	x	x	-	-	-	x	-	-	x	x	x	x	x	x	-	x	-	-	x	x	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
91(1)	x	-	-	-	-	x	-	x	x	x	x	x	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	-	x	-	x	x	x	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
93(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	x	-	-	-	x	-	-
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	-
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

250

STU-	FINE MOTOR:										GROSS MOTOR:										
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
94(1)	x	-	-	-	-	-	-	-	-	x	x	x	x	x	x	-	-	-	x	-	-
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
95(1)	x	x	x	x	-	x	-	-	-	x	x	x	x	x	x	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
97(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	x	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	-	-	-	x	-	x	x	x	x	x	x	x	x	x	-	x	x	x	x
98(1)	x	-	-	-	-	-	-	-	-	x	-	-	x	x	-	-	-	-	-	-	-
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x
99(1)	x	-	-	-	-	x	-	-	-	x	-	-	x	x	-	-	-	-	-	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
100(1)	-	-	-	-	-	-	-	-	-	-	-	x	-	x	-	-	x	-	-	-	-
(2)	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	-	x	x	-
(3)	x	-	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x
101(1)	x	-	-	-	-	x	-	-	x	x	x	x	x	x	-	-	-	-	-	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
102(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	-	x	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
103(1)	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	-	-	-	-	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
104(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	x	x	-	x	x	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
105(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	x	x	-	x	x	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x
107(1)	x	-	-	-	x	x	x	x	x	x	-	-	-	-	x	x	-	x	x	x	x
(2)	x	-	-	-	x	x	x	x	x	x	-	-	-	-	x	x	-	x	x	x	x
(3)	x	-	-	-	-	x	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x

STU-	FINE MOTOR:										GROSS MOTOR:										
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
108(1)	x	x	x	x	-	x	-	x	x	x	x	x	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x
109(1)	-	-	-	-	-	-	-	-	-	-	x	-	x	x	-	-	-	-	-	-	-x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
110(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
113(1)	x	-	-	-	-	x	-	-	x	x	-	-	-	-	-	-	-	-	-	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	-	-	x	x	-	x	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
114(1)	x	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-
(2)	x	-	-	-	x	x	x	x	-	-	-	-	-	x	-	x	-	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
115(1)	x	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-
(2)	x	-	-	-	-	x	x	x	x	-	x	-	-	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
116(1)	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x
(2)	x	x	-	x	x	x	-	-	-	-	-	-	-	-	-	x	-	-	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
118(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
119(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	x	x	-	-	x	x	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
120(1)	x	x	-	-	-	x	-	-	x	x	x	-	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-
121(1)	x	-	-	-	-	x	-	-	x	x	x	-	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
122(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	-	x	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

202

STU-	FINE MOTOR:										GROSS MOTOR:										
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
123(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	-	-	x	x	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
124(1)	x	x	x	x	-	x	-	-	x	x	x	x	x	x	x	x	x	-	x	x	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x
127(1)	x	-	x	x	-	-	-	-	x	x	x	x	x	x	x	x	-	-	x	x	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-
129(1)	x	-	-	-	-	-	-	-	x	x	-	-	x	x	-	-	-	-	-	-	x
(2)	x	x	-	-	-	-	-	-	x	x	x	x	x	x	x	x	x	-	x	-	x
(3)	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	-	x
130(1)	x	-	-	-	-	-	-	-	-	x	x	x	-	-	-	-	-	-	-	-	-
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
131(1)	x	-	-	-	-	-	-	-	-	x	-	x	-	x	x	-	-	-	-	x	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
132(1)	x	x	x	x	-	x	-	-	x	x	-	-	x	x	x	x	-	-	x	x	x
(2)	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
133(1)	x	-	-	-	-	x	-	-	x	x	x	x	x	x	-	-	-	-	x	-	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	-	x
134(1)	x	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-
(2)	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	-	-	-	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x
136(1)	x	-	-	-	-	-	-	-	x	x	x	x	x	x	x	x	-	-	x	x	x
(2)	x	-	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
137(1)	x	-	-	-	-	x	-	-	x	x	x	x	x	x	x	x	-	-	x	x	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-
139(1)	x	-	-	-	-	x	-	-	x	x	x	x	x	x	x	x	-	-	x	x	x
(2)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Appendix W

1993-1994 Summary Data of First Grade
Student Support Team Referrals and
Students Identified With Developmental Delays
(September 1992-December 1993)

Legend;

x - Identified in Kindergarten
*x - Identified in First Grade
D - Dismissed in (K) Kindergarten or (1) First Grade
B - Referred to SST for Behavior Problem
L - Referred to SST for learning Problem
P - Parent Contact
LD - Learning Disability/Special Education
BD - Behavior Disorder/ Special Education
MID - Mild Intellectual Disability/Special Education
SLP - Speech Language Pathology/Special Education

STUDENT	DEV DELAY	NO PRE SCHOOL	GKAP NON MASTER	SST	CHAPTER I	SPECIAL EDUCATION	SCREEN I.Q.
7	-	x	x	D(1)L	*x	-	
12	x	x	-	D(K)	-	-	
16	-	-	-	D(K)	-	SLP	
19	-	-	-	D(K)	-	-	
21	x	x	x	D(1)L	*x	-	102
25	-	x	x	D(1)L	-	LD	
36	*x	x	-	x/L/P	-	-	88
48	x	-		*x(1)L/P	-	-	
54	*x	x	-	x	-	-	
56	x	x	-	D(1)L	-	-	
61	-	x	-	D(K)	-	-	
62	x	x	-	D(1)L	*x	-	
63	x	x	-	D(1)L	*x		
69	-	-	-	D(K)	-	SLP	
79	-	x	-	D(K)	-	SLP	
82	-	-	-	D(1)B	-	-	
83	-	x	-	D(1)B	-	-	
85	*x	x	x	-	*x	-	
87	-	x	-	D(K)	-	-	
91	-	x	-	*D(1)B	-	-	
94	-	x	-	*D(1)L/P	*x	-	
97	-	-	-	*D(1)L/P	*x	SLP	
99	*x	-	-	x(K)L/P	*x	SLP	
100	x	x	-	D(1)L	-	-	
101	-	-	-	D(K)	-	-	
106	x	x	-	D(K)x(1)L/P	-	-	
108	-	-	x	x(K)L/P	*x	-	94
109	-	x	x	D(1)L	*x	-	
114	-	x	x	*D(1)L/P	x	SLP	

STUDENT	DEV DELAY	NO PRE SCHOOL	GKAP NON MASTER	SST	CHAPTER I	SPECIAL EDUCATION	SCREEN I.Q.
115	-	x	x	D(K)	-	-	
116	x	x	x	*D(1)L	-	MID/SLP	70
129	x	x	-	*x(1)L/P	-	-	97
130	-	x	-	-	*x	-	
131	*x	-	-	*x(1)L/P	-	-	88
133	-	x	-	D(K)	-	SLP	

Appendix X

Summary Data of Kindergarten Students
August 1993-December 1993

Legend:

B - Behavior Problem L - Learning Problem
SLP - Speech/Language SpEd - Special Education

STUDENT	SEX	AGE	NO PRE SCHOOL	DEV DELAY	SST	BELOW LEVEL READING	BELOW LEVEL MATHEMATICS	BELOW LEVEL WRITING
1	M	5.4						
2	M	5.5						
3	M	5.4	x	x				
4	M	5.6	x	x				
5	F	5.5						
6	F	5.6		x				
7	M	5.11	x	x				
8	M	5.9						
9	M	5.4						
10	M	5.7						
11	F	5.5	x	x				
12	M	5.6		x	x/B			
13	F	5.2		x			x	
14	F	5.10						
15	F	5.9						
16	F	5.0	x	x				
17	M	5.7	x	x				
18	F	5.4						
19	M	5.10						
20	M	5.7					x	
21	M	5.1						
22	F	5.11						
23	M	5.11						
24	M	5.6		x				
25	F	5.11	x			x		
26	M	5.7						
27	F	5.3	x	x	SpEd	x	x	x
28	F	5.11				x	x	
29(R'93)	M	5.7		x	SpEd	x	x	x
30	F	5.5						
31	M	5.8				x	x	
32	F	5.9						
33	M	5.7	x	x	x/L	x	x	x
34	M	5.10						
35	M	5.5		x	x/L	x	x	
36	F	5.10						
37	M	5.6	x	x		x	x	
38	M	5.8						
39	F	5.5						

STUDENT	SEX	AGE	NO PRE SCHOOL	DEV DELAY	SST	BELOW LEVEL READING	BELOW LEVEL MATHEMATICS	BELOW LEVEL WRITING
40	F	5.8						
41	M	5.1		x	x/L	x	x	x
42	M	5.0		x		x	x	x
43	F	5.7						
44	M	5.2						
45	F	5.0		x		x		
46	M	5.11						
47	M	5.10		x		x		
48	F	5.2	x	x				
49	F	5.9		x				
50	M	5.9						
51	M	5.1	x	x				
52	M	5.5	x	x				
53	M	5.10		x				
54	F	5.10						
55	F	5.4						
56	M	5.10						
57	M	5.11						
58	M	5.3						
59	M	5.8		x				
60	M	5.10	x	x				
61	M	5.0	x	x				
62	M	5.4						
63	F	5.2			SpEd			
64	F	5.11						
65	M	5.6						
66	M	5.0		x	-SLP			
67	F	5.7	x	x				
68	M	5.9			-SLP			
69	F	5.2						
70	M	5.8						
71	F	5.0						
72	M	5.11						
73	M	5.5						
74	M	5.2						
75	M	5.8	x	x				
76	M	5.3						
77	F	5.3	x	x				
78	F	5.1						
79	M	5.2	x	x	x/L	x	x	x
80	F	5.5	x	x				
81	F	5.3			-SLP			
82	M	5.11						
83	F	5.8						
84	M	5.8	x	x				
85	F	5.5	x	x				
86	F	5.3	x	x				
87	M	5.9						
88	F	5.2	x	x				

STUDENT	SEX	AGE	NO PRE SCHOOL	DEV DELAY	SST	BELOW LEVEL READING	BELOW LEVEL MATHEMATICS	BELOW LEVEL WRITING
89	F	5.9						
90	M	5.3	x	x		x	x	x
91	F	5.4	x	x				
92	F	5.11						
93	F	5.4						
94	F	5.7						
95	M	5.6	x	x		x	x	
96	M	5.5						
97	F	5.1						
98	M	5.10	x	x	x-SLP	x	x	x
99	F	5.9		x		x	x	
100	M	5.10	x					
101	F	5.10						
102	F	5.6						
103	M	5.8	x	x		x	x	
104	F	5.7						
105	M	5.9						
106	M	5.5		x				
107	M	5.11	x	x	x-SLP	x	x	x
108	M	5.9		x				
109	M	5.10						
110	F	5.9						
111	M	5.8	x	x	x/L	x	x	x
112	M	5.8	x	x	x/L	x	x	x
113	M	5.1		x	x-SLP	x	x	
114	F	5.11	x					
115	M	5.11	x	x		x	x	x
116	F	5.5	x	x				
117	F	5.4						
118	M	5.2	x	x		x		x
119	F	5.10	x		x/L			x
120	M	5.1	x					
121	M	5.9		x				
122	M	5.10	x					
123	M	5.4	x	x	x/L	x	x	x
124	F	5.9			-SLP			
125	F	5.11	x	x				
126	M	5.8						
127	F	5.1						
128	M	5.1	x					
129	F	5.3	x	x				
130	F	5.6	x	x	-SLP	x	x	x
131	M	5.5	x	x		x	x	x
132	F	5.7						
133	M	5.4	x	x				
134	M	5.1		x				
135	F	5.4						
136	M	5.1						
137	M	5.7		x				

Appendix Y

1993-1994 Summary Data of Second Grade
Student Support Team Referrals, Screening Data,
Chapter I Students, Special Education Students, and
Students Identified With Developmental Delays

Legend:

x - Yes
D - Dismissed from SST (1) First Grade (2) Second Grade
T - Tested/Did Not Qualify for Special Education
WD - Withdrew from School
BD - Behavior Disorders/Special Education
LD - Learning Disables/Special Education
PT - Physical Therapy/Special Education
SLP - Speech Language Pathology/Special Education
MID - Mildly Mentally Disabled/Special Education

STUDENT	DEV DELAY	NO PRE SCHOOL	GKAP NON MASTER	SST	CHAPTER I	SPECIAL EDUCATION	SCREEN I.Q.
1	-	x	-	D(1)	-	-	
4	x	-	-	D(2)	x	T	91
19	-	x	-	D(1)	x	-	
21	x	-	x	D(1)	-	-	
29	x	x	-	-	-	-	
33	x	-	-	D(1)	-	PT	
36	-	-	-	x	x	SLP	95
37	x	x	x	D(2)	-	-	102
38	x	-	x	x	x	-	87
42	x	-	-	D(1)	-	-	
44	x	x	-	-	x	-	
45	-	x	-	D(2)	x	-	116
49	-	-	x	D(2)	x	-	
50	x	-	x	D(1)	-	T	99
60	x	-	-	D(1)	x	-	
65	x	-	x	-	-	-	
66	x	-	x	D(2)	-	-	107
70	x	x	x	D(2)	x	-	97
71	x	-	-	D(1)	-	SLP	
72	x	-	-	D(2)	x	T	88
73	x	x	x	-	-	-	
75	-	x	-	-	x	x	
83	x	-	-	x	-	-	102
85	x	x	x	D(2)	x	T	96
86	x	x	x	x	-	-	102
87	-	x	-	D(2)	-	SLP	
88	x	x	-	-	-	-	
93	x	x	x	D(1)	x	SLP	
96	-	x	-	-	x		
97	-	x	-	-	x		

STUDENT	DEV DELAY	NO PRE SCHOOL	GKAP NON MASTER	SST	CHAPTER I	SPECIAL EDUCATION	SCREEN I.Q.
98	x	x	-	-	-	-	
104	x	x	x	x	x	-	97
108	x	x	x	D(1)	x	SLP	
110	x	x	-	-	x	-	
118	x	x	-	-	x	-	
121	x	-	-	-	-	-	
126	x	-	-	-	x	-	
129	x	x	-	x	x	-	94
138	x	x	x	D(2)	x	-	
140	x	x	-	-	-	-	
144	-	x	x	-	x		
146	-	-	-	-	x		
152	-	-	-	-	x		
160	x	x	x	D(2)	x	SLP/T	106
162	x	-	-	x(2)	x	SLP	113
164	x	-	-	D(2)	x	-	

Appendix Z

Summary Data of Second-Grade Students
Demonstrating Below Level Skills in Reading,
Writing, and Mathematics
(June 1992-December 1993)

Legend:

x - Yes
D - Dismissed from SST
PT - Physical Therapy

		READING:			WRITING:			MATHEMATICS:	
		1991	1992	1993	1991	1992	1993	1992	1993
STUDENT	SST	1992	1993	1994	1992	1993	1994	1993	1994
1									
3									
4	D		x	x				x	x
5									
6									
8									
9									
10									
11									
13									
14									
15									
18									
19	D								
20									
21	D								
22		x							
24									
29									
30									
32									
33	D(PT)						x		
34									
36	x	x		x					
37	D			x					x
38	x	x	x	x	x	x	x	x	x
39									
40									
42									
44									
45	D	x	x	x			x		
47									
48									
49	D	x							
50	D	x							
51									
52							x		

STUDENT	SST	READING: 1991 1992	1992 1993	1993 1994	WRITING: 1991 1992	1992 1993	1993 1994	MATHEMATICS: 1992 1993	1993 1994
53									
55									
58									
60	D	x		x			x		x
61									
63		x							
64									
65		x		x					x
66	D								
69									
70	D	x							
71		x					x		
73		x							
75									
76									
82									
83	x	x		x					
85	D	x		x	x				
86	x	x		x			x		x
87	D								
88		x							
89		x			x				
92									
93				x			x		
96									
97				x			x		
98									
102									
103									
104	x	x	x	x	x	x			
106		x							
108	D	x		x			x		
110		x							
118				x					
121									
123									
125									
126					x				x
127									
128									
129	x			x					
130							x		
131									
133									
134		x					x		
136									
138	D		x	x					
140				x			x		x
141									

STUDENT	SST	READING: 1991 1992 1992 1993	1993 1994	WRITING: 1991 1992 1992 1993	1993 1994	MATHEMATICS: 1992 1993 1993 1994	1993 1994
144			x		x		
146			x				
148							
151							
152			x				x
156							
157							
159							
160	D	x	x				
161							
162	D	x			x		
164	D	x	x				

Appendix AA

Fine/Gross Motor Skills Summary Data: Second-Grade Students (December 1993)

Legend:

x = Mastered - = Not Mastered

FINE MOTOR SKILLS:
1-Manipulate/Grasp Sm Objects
2-Colors Within Lines
3-Scissors Control
4-Controls Glue
5-Trace/Write Letters
6-Write Name
7-Trace/Write Numbers
8-Can Copy Board to Paper

GROSS MOTOR SKILLS:
9-Space/Body Awareness
10-Locomotor/Nonlocomotor
11-Kicking 12-Striking
13-Catching 14-Throwing
15-Balance 16-Hopping
17-Rhythm 18-Tumbling
19-Jumping 20-Skipping
21-Cooperative Group Play

STU-	FINE MOTOR:								GROSS MOTOR:											
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-
3	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
8	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
9	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x
10	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-
11	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
13	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
14	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
15	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
18	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
19	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
20	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
21	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
22	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
24	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
29	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
30	x	x	x	x	x	x	x	x	x	x	x	x	-	-	x	-	x	x	x	x	x
32	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
33	x	x	-	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	-
34	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
36	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x
37	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
38	x	x	-	x	x	x	x	x	x	x	x	x	x	x	-	-	x	x	-	x	-
39	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
40	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
42	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

STU-	FINE MOTOR:									GROSS MOTOR:											
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
44	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
45	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x
47	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
48	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
49	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x
50	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
51	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
52	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
53	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	-	x	x
55	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	-	x	x
58	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-
60	x	x	-	x	x	x	x	x	-	x	x	x	x	x	-	x	-	x	-	-	x
61	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
63	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
64	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
65	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
66	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
69	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
70	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
71	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
73	x	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-
75	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
76	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
82	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
83	x	x	x	x	x	x	x	x	-	x	x	x	x	x	-	-	x	x	x	x	-
85	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
86	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
87	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
88	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
89	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	-	x	x
92	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x
93	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x
96	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-
97	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x
98	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
102	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
[illegible]	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
[illegible]	x	x	x	x	x	[illegible]	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
106	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
108	x	x	-	x	x	x	x	-	x	x	x	x	x	x	x	-	x	x	x	x	x
110	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
118	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
121	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
123	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
125	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
126	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	[illegible]				
127	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						
128	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						
129	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x						
130	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	[illegible]			[illegible]	[illegible]

STU-	FINE MOTOR:									GROSS MOTOR:											
DENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
131	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
133	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
134	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
136	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
138	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
140	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
141	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
144	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
146	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
148	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
151	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
152	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
156	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
157	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x
159	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
160	x	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	-
161	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
162	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
164	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

300